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ABSTRACT

This book is a collection of ideas submitted to the National Association of Elementary School Principals (NAESP) by elementary and middle school principals of 1996-1997 Blue-Ribbon Schools selected by the United States Department of Education. Each of the ideas presented offers a way for the teachers to raise students' reading levels and give them a real sense of achievement. The book offers strategies to: (1) develop critical thinking skills; (2) establish a connection between reading and writing skills; (3) involve families in students' homework; (4) help students become more interested in school; and (5) expand their vocabularies. The 87 ideas in the book are divided into sections entitled "Working with Individual Students," "Facilitating Reading in Small Groups," "Engaging Entire Classrooms and Grade Levels," and "Involving Everyone in the School." The book's ideas may be incorporated just as they are or used as a foundation and inspiration for new ideas. (CR)

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Best Ideas FOR READING From America's Blue Ribbon Schools

What Award-Winning Elementary and Middle School Principals Do

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Best Ideas FOR READING From America's Blue Ribbon Schools

What Award-Winning Elementary and Middle School Principals Do

National Association of Elementary School Principals

NAESP

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Foreword

In his State of the Union Address on February 4, 1997, President Clinton issued a Call to Action for American Education. This call provides a clear set of challenges for educators and all Americans concerned about fundamentally improving our schools.

The Department of Education responded to the President's message with seven priorities that frame our action agenda:

1. All students will read independently and well by the end of third grade.
2. All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade.
3. By 18 years of age, all students will be prepared for and able to afford college.
4. All states and schools will have challenging and clear standards of achievement and accountability for all children and effective strategies for reaching those standards.
5. There will be a talented, dedicated, and well-prepared teacher in every classroom.
6. Every classroom will be connected to the Internet by the Year 2000, and all students will be technologically literate.
7. Every school will be strong, safe, drug-free, and disciplined.

Legislation and funding to support reading and school improvement, like the America Reads Challenge, reducing class size, modernizing school buildings, raising standards with Goals 20 funds, the college work-study program, and funding to bring computers to the classroom can help us move forward toward achieving these priorities.

Of equal importance, however, are the lessons we can learn from schools that are already providing the kinds of educational experiences that prepare all our students for success in the complex and competitive world of the 21st century. The Blue Ribbon Schools are an excellent resource for improving education for all our children. These award-winning schools provide disciplined places for learning where dedicated, well-prepared teachers employ strategies that help all students achieve. Achievement is based upon challenging curricula, and clear standards and accountability measures accurately reflect what students know and can do. Students are reading independently and well and mastering the important mathematics skills that prepare them for college. The school environments are safe and drug-free. Parents and communities are partners in the life of the school. Most important, many of the schools achieve these goals under the most challenging circumstances. Their knowledge and experience can benefit all schools.

I hope that you will call upon the programs and resources of the U.S. Department of Education to enhance your own initiatives in providing the best education for all students.

Richard W. Riley

Richard W. Riley
U.S. Secretary of Education

Introduction

"We ought to commit ourselves as a country to say by the Year 2000, 8-year-olds in America will be able to pick up an appropriate book and say, 'I read this all by myself.'"

President William Jefferson Clinton,
Sept. 12, 1996

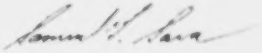
President Clinton's challenge to Americans to ensure that all children can read well and independently by the end of third grade weighed heavily in our thinking as we approached the publication of this third volume of *Best Ideas From America's Blue Ribbon Schools*.

The leadership of elementary and middle school principals as they work with teachers and communities to respond to the President's Call to Action and especially to meet the *America Reads* challenge by the Year 2000 is crucial, and nowhere is that better demonstrated than in the Blue Ribbon Schools. Enabling these schools to share their successful reading strategies and programs with others is a way to further the work of all schools in attaining this important goal. It is not surprising, then, that we have designed this volume as a mechanism for doing just that.

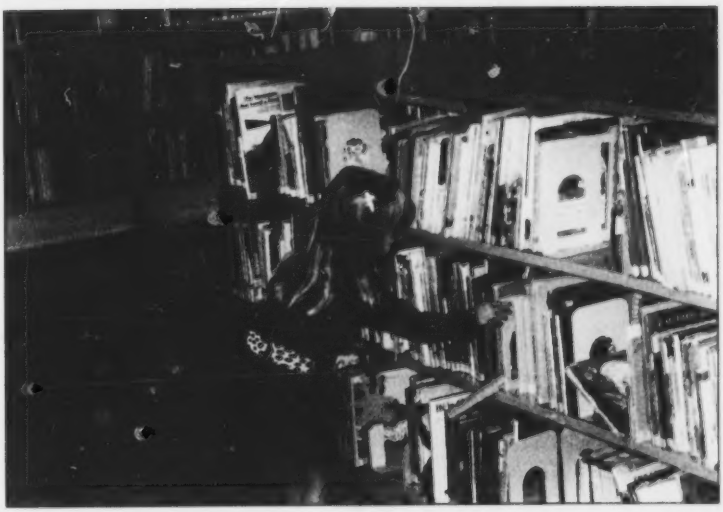
We asked the principals of the 1996-1997 Blue Ribbon Schools to share with us their best ideas for improving students' reading abilities and were richly rewarded by their responses. Their contributions provide ideas for working with individual students, small groups, whole classes, and the total school. Some strategies are classroom based and implemented by the teacher, others can be effectively reinforced by volunteers and families, and there are ideas for involving the entire school and community in making reading a priority.

Consistently evident throughout the collection of ideas is the direct involvement of the principal in motivating, monitoring, and acknowledging student progress in reading.

As indicated in the President's challenge, there's important work for everyone to do, and this book brings both time-tested and innovative ways to approach that work. We thank the Blue Ribbon Schools for making this a useful resource for educators, with whom NAESP shares a common commitment to ensure that America's children become effective and enthusiastic readers.



Samuel G. Sava
Executive Director
National Association of Elementary School Principals



The love of reading.

(Photo courtesy of G. L. Scarselli Elementary School, Gardnerville, Nevada.)

Working With Individual Students

Engaging Literacy

Best for: *Individual students who are having problems applying reading and writing strategies*

Implemented by: *Trained teachers, Reading Recovery teachers, and parents*

Description

In a population of students where literacy is neither important nor modeled in the home, many students were not successful in using or applying literacy skills.

We met as a school to decide how to assess, plan for instruction, and follow up on these students. We used the Reading Recovery programs, the classroom teacher, and parents to achieve our goal of bringing these children to grade level. Our approach was whole-part-whole teaching in addition to a Reading Recovery approach.

The classroom teacher's responsibility is to assess children using running records, integrate the curriculum, model effective reading and writing strategies, and provide many opportunities to practice the taught strategies. The Reading Recovery teacher worked 40 minutes a day per student in areas of phonemic segmentation, cut-apart sentences (to reinforce writing and sight word recognition), and comprehension of text read. Parents were required to observe the classroom teacher and the Reading Recovery teacher to understand how to better work with their child. Books previously read and new books were sent home each night for practice. The classroom teacher and Reading Recovery teacher met daily to discuss progress and the plan for

instruction. The result has been that 80% of the students receiving this program were reading at grade level at the end of 20 weeks.

Benefits

When everyone works together to structure success for a child, many needs are met. Students in this program begin as nonreaders who do not understand the importance of reading and writing. They complete instruction as students who research interest topics in the library; write clear, concise stories; and choose literacy activities during free time. Parents and teachers report these children read environmental print anywhere they go. Most important, you may very well see this new student helping another student with reading and writing. Reading and writing are life skills!

Mary Castleberry
Carver Elementary G.T. Magnet School
Wendell, North Carolina

Centennial Reading Clinic

Best for: *Individual students in intermediate grades*

Implemented by: *Trained coordinator and volunteers*

Description

Learning to read proficiently is critical to future success. We found that a portion of our students were not functioning at grade level and that remediation was necessary. We established a Reading Clinic using an aide as coordinator and trained volunteers as tutors.

Each teacher is then asked to submit a list of students for the Reading Clinic. They use a variety of assessments to determine who would most benefit from the program.

When students first come to the Reading Clinic we determine at what level the student is functioning in reading. This is done through the use of the High Utility 1,020 Words by Rebecca Sitton (in *The Quickword Handbook for Everyday Writers*, Curriculum Associates, 1994), the student's Curriculum-Based Measurement (CBM) testing scores, and results from recent CAT testing results.

We improve deficiencies on a one-to-one basis of student-to-volunteer. Most students come in twice a week for 25-minute sessions. Each session is divided into four steps. The first is called Familiar Reading. The student demonstrates the enjoyment of reading familiar texts. This empowers the student to gain automaticity and in turn to become a more proficient reader. The second is the Sight Word activity. The volunteer uses words from the Sitton Word List, words from a familiar book, or words the student would like to add. These words are kept and reviewed each time the student attends. The third is Making Words. Using a magnetic white board, magnetic letters, erasable markers, or other materials, the volunteer guides the student through a multilevel, hands-on Spelling and Phonics activity. In this activity, students access decoding skills as well as meaning and pronunciation. Fourth is Introducing a New Book. The student and tutor take a picture walk through the book, which assists with comprehension.

Benefits

Through teacher observation and quarterly CBM testing, we have validated the effectiveness of the program.

Kevin Silberberg
Centennial Elementary School
Bakersfield, California

Parents Assisting Learning for Success (P.A.L.S.) Volunteer Program

Best for: *Students in all grade levels*

Implemented by: *Trained parent volunteers through principal and teacher inservice*

Description

My 1991-1993 doctoral dissertation study, titled "The Perceptions of Parents and Teachers Regarding a Home-School Partnership in an Elementary School Setting," focused on the recruitment and direct involvement of parents in the classroom. This study went beyond the typical volunteer who works in and around the school setting. I took

the research of Dr. Joyce Epstein of Johns Hopkins University and applied it to a pilot project. This project recruited and trained parents to work directly in the classroom with the teacher, highlighting work with small-group or one-on-one tutoring in reading and math. Parents read to students, listen to students read, review vocabulary and spelling words, and ask comprehension and higher-level questions to check for understanding of the content. Parents may choose to work with their child or other children. All parents are given an in-depth workshop on volunteering in the classroom while maintaining confidentiality and professional behavior.

Benefits

The results were highly successful, and today we have more than 250 parents who represent all classes in the building of 34 classrooms. This project took major staff inservicing and plenty of leadership to convince people to take a risk by starting out slowly and inviting parents to take part in the teaching-learning process. The benefits have indicated a steady increase in overall student achievement scores schoolwide. It also supports the research of Dr. Epstein, which indicated that students are more highly motivated about learning and feel better about their school environment when their parents are directly involved.

Roger A. Stock
Chesterfield Elementary School
Chesterfield, Missouri

Homestart Reading Program

Best for: *Individual students in kindergarten, an entire class*

Implemented by: *Library/media specialist, volunteer parents, and classroom teachers*

Description

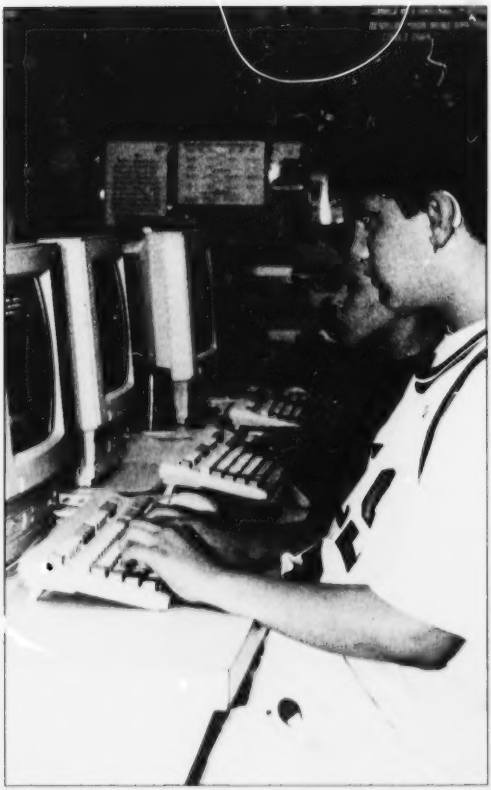
Although one of the goals of kindergarten is to encourage students to want to learn to read, too often kindergartners are not given access to quality books on a regular basis.

After the winter holiday vacation, a letter is sent home to parents explaining the benefits of reading aloud to kindergartners. Parents are asked to help their child by reading aloud a book that is sent home from the library each night (5 nights a week). The PTA purchased a large collection of quality children's books (ones that the teacher and principal deemed important to have introduced to every child) to be sent home in book bags each evening. Volunteers as well as the media specialist collect the bags daily and change the books in them so that each child has a new book to read. Prizes are given along the way in this Homestart Reading Program for 5, 10, 15, 20, and 25 books read. At the end of the reading program, a party is given in the media center. Students are presented with certificates, given refreshments, and read to by the principal. After the party, the students are allowed to begin checking out books from the school library on a daily basis. The habits established while participating in this program carry over through the remainder of the year--and for years to come.

Benefits

First, parents who have never read aloud to their children have gotten into the habit of reading by the time the program concludes. It strengthens family relationships, especially with siblings. Students experience increased interest in reading and in going to libraries. They learn to talk about what they have read and share with other students about the good books in the collection. By participating in the Early Start/Homestart Reading Program, parents become partners in the future reading success of their children. They learn the importance of reading aloud and become responsible for following through with a school program.

Nancy Krodel
Coronado Heights Elementary School
Oklahoma City, Oklahoma



Searching on-line.

(Photo courtesy of Hoech Middle School, Ritenour School District, St. Ann, Missouri.)

Reading Strategies Matched to Level

Best for: *Individual middle school students and/or total class*

Implemented by: *Teachers and individual students*

Description

Entering middle school with reading deficits impairs student success in all areas. Because the State of Minnesota requires Grade 8 students to take a basic standards reading (and math) test and pass it before graduating, students at risk were selected based on scores on the ITBS from the previous year. Students selected were given the Gates McGinitie Reading (Riverside Publishing Company, Itasca, IL) pretest and were then presented with many reading strategies over a period of one semester followed by a posttest.

Students used on-line weekly modified newspaper articles and questions from the Minneapolis *Star Tribune*

`http://idea.startribune.com/`

aligned with the Degrees of Reading Power level of reading so that articles could be matched to ability level. Also used was the Reading Attainment System (Educational Design, Inc., NY), oral and silent reading, magazine articles, plays, and novels. Modification of the Marie Carbo (an author and consultant on effective strategies for raising reading achievement) method of repeated reading was also integrated into the class. Integral skill development from a variety of sources included fact, opinion, inference, sequencing, comprehension, main and support ideas, context clues, and cause and effect. Students were encouraged to do home reading and credited for it. Students in class gained up to a 30% increase on the posttest.

Benefits

When placed in materials matched to their individual reading level, students were highly motivated by their success and could see their gains through charting themselves. Having the fluidity to increase or decrease the reading level based on success allowed self-confidence to build. Unison reading and reading aloud plays of interest involved students. Crediting home reading for class invited

family support and encouragement. Skill development was based on student need, and "learning the tricks" for building success enticed student involvement. A side benefit? Several of the at-risk students passed the state reading test!

David D. Thompson
Farmington Middle School
Farmington, Minnesota

Reading Songs

Best for: *All students with decoding difficulties, individual or group*

Implemented by: *Teachers*

Description

Teacher types up a song that a student knows by heart. Teacher manipulates size and spacing of type to fit student needs. Student is told to practice song on his or her own, matching words in head to words on the page. When students feel ready, they read the song to teacher, pointing to words as they read. Then, words that follow frequent patterns are selected and rhyming lists are developed for each selected word. Students read story and word lists in subsequent lessons.

For a group, the activity can be adapted. A song is selected that is familiar to many students. The song is played for students prior to introduction. The song is given to the group. Students read chorally and individually, as teacher points to each word. Words are selected and lists of rhyming words are developed, as a group.

Obviously, this approach does not work for students who cannot remember the words to any songs. Also, it is a supplemental reading activity, not a total program.

Benefits

Many students with decoding difficulties are unable to profit from the language experience approach, either because they lack sufficient language or cannot remember what they have just dictated. Reading songs is superior for these students because they already

have the words to the songs in their heads. Therefore, they are able to make the decoding discoveries, matching letters to sounds and sounds to words, without being hampered by memory or language problems.

This is a very motivating activity for students because they want to be able to read the songs they listen to. Also, many students who have limited success with other approaches can be quite successful with this approach.

Sally L. Smith
The Lab School of Washington
Washington, DC

Reading Intervention in the Primary Grades

Best for: *Individual students in primary-grade classrooms*

Implemented by: *Trained teachers and reading specialist*

Description

To meet the needs of an increasingly diverse population of students, we have developed the Reading Intervention Program. Now in its 9th year, Reading Intervention has become integral to our primary grade curriculum.

Designed as a push-in program, the reading interventionist meets with the individual child or small group of children within the classroom during the specified "language arts block." Experienced as a classroom teacher herself, she works closely with the classroom teacher to follow each student's progress by addressing special needs these professionals have collaboratively identified. The students receive individual instruction in the areas of reading strategies, phonics, writing, and semantics, through literature-based activities.

The selected children are not classified as learning disabled but rather they are developmentally young or are simply showing early signs of a reading difficulty. They are chosen collectively by the classroom teacher, the parent, and the reading interventionist. Our goal is to help them master the skills necessary for them to reach their true educational potential.

Our pride in our Reading Intervention Program extends to the specialists providing this service; to the classroom teachers who have willingly integrated it into their classrooms; and most important, to our students, whose achievements are examples of its success.

Benefits

Initially begun in the kindergarten and first grade, Reading Intervention is in its 9th successful year and has expanded to include the second grade. Presently, one interventionist serves each primary grade and all three work closely with the teacher providing for a low teacher-student ratio within the classrooms. The children benefit from the push-in program by working on the same activities within the classroom setting. This assures a buildup of confidence for the children as they can work at their own pace with very little catch-up necessary when one misses the regular classroom activities. They also work both individually and cooperatively with the skill-intensive assistance of the interventionist.

Patricia Coldrick
Lakeview Elementary School
Mahopac, New York

Lion's Loft Reading Program

Best for: *Individual students in Grades 1-6*

Implemented by: *Librarian*

Description

The Lion's Loft Club is our reading incentive program, designed to encourage students to increase their pleasure reading. Students in first through fifth grade may pick up Lion's Loft slips in the library each month that state they "have read, been read to, or have read to" at least 6 hours the previous month. Signed by parents, membership runs from month to month and must be renewed each month. Lion's Loft members receive a bookmark monthly with their name on it and are entitled to read during quiet reading time in the for-members-only Lion's Loft, equipped with a great view, bean bags, and soft chairs.

A second library program features a Word of the Week (WOW). The librarian selects a word that is appropriate to the week's activities or special events. Each morning on our in-house television network, the word is introduced, defined, and used in a sentence. During the day students who define the word and/or use it correctly in a sentence are permitted to check out an overnight book from a special shelf near the librarian's desk.

Also available on overnight checkout from the library are Science Kits that contain simple experiments that students and parents can do at home.

Benefits

Since the introduction of the Lion's Loft Club and WOW, library usage has doubled and so has circulation. Currently, 285 of the 380 eligible students have been Lion's Loft members for at least 1 month since September.

Pauline Schara
Linda Vista Elementary School
Yorba Linda, California

AmeriCorps Tutoring

Best for: *Students in Grades 1-3 reading one to two levels below grade level*

Implemented by: *AmeriCorps tutors, parents, and community volunteers*

Description

Reading scores are a problem in urban districts, and Springfield and Pleasant Hill are no exceptions. This year, we had the opportunity to have a Capital Reading Corps tutor in our school 4 days a week. The Capital Reading Corps is an AmeriCorps project.

In the first phase of this project, the tutor spends 30 minutes a day with each of the students he or she tutors. During that time, the tutor will read a book with the student and do the writing activities. The tutor will meet with the student 4 days per week, so a student will

read four books a week in a one-on-one session. Students tested at midyear show an average of a one-level gain. By the end of the year, 86% of the students tutored should have gained up to two reading levels.

In the second phase, AmeriCorps runs four training sessions for any parents who want to learn to read a book with their child. It is hoped this will help support reading during the summer.

Benefits

Obviously, having a tutor read a book with a student 4 days a week is a positive benefit for that student. It should be noted that the increase in reading skills not only has an immediate benefit to the students but also has implications for their future learning.

Deborah Hapli
Pleasant Hill Elementary School
Springfield, Illinois

Reading Workshop Setting

Best for: *Individual elementary students, small and large groups*

Implemented by: *Trained teachers*

Description

Pond Springs Elementary wrote a campus goal adhering to the Texas State and local district goal that states: "All students will read at or above grade level by the end of third grade."

Teachers help students reach the goal by providing reading instruction in a Reading Workshop Setting (RWS). A typical RWS includes a mini-lesson, silent reading time from self-selected books, students reading aloud, and response time.

In RWS, as soon as a student completes a book he or she selects and begins another. In this way, groups are flexible and students read more books. While students read silently, the teacher works with individuals, compiling an anecdotal reading record on each student during the year. One of the most important parts of RWS is response time. Students begin by answering a given question in small groups.

Then, they either meet in large groups or compose a written response to a question. A typical RWS question is: "Who is the main character of your book? How do you know? Support your answer from text."

Benefits

Students who read self-selected books feel an ownership in their reading development. Listening to students read individually provides teachers with the means to closely monitor student progress and needs. As the routine becomes comfortable, students develop critical thinking skills through discussions and written responses. The oral component of RWS encourages reluctant readers to participate in small-group discussions in a nonthreatening, supportive atmosphere. Large groups allow students the opportunity to find general themes in literature. Students respond favorably to the RWS experience. Teachers report student growth in reading and in self-esteem.

Cheryl Smith
Pond Springs Elementary School
Austin, Texas

Undivided attention.

(Photo courtesy of Principal Lex Greenwood, Memorial School, Maywood, New Jersey.)

OASIS (Older Adult Service and Information System)

Best for: *Individual students in primary grades*

Implemented by: *Classroom teachers, reading specialists, administration, and trained volunteers*

Description

Our reading/language arts program includes many strands that encompass the teaching of basal reading skills and formal grammar instruction, including mini-lessons within the context of and extended to familiar and related readings. Teachers provide the students with lessons and activities that necessitate the application of reading proficiencies, comprehension strategies, and evaluate skills in the context of whole-literature selections.

Although the instructional strategies foster an appreciation for reading, several young students lack the motivation to read independently. For many of these Grade 1-3 students, the home environment is not supportive of a young and enthusiastic new reader. Consequently, we work with primary-age students who do not have a family member with whom to share their newfound skill and love of reading. As a result, the burning desire to read too soon cools to indifference.

Ross School provides opportunities to build relationships with senior citizens in the community. OASIS (Older Adult Service and Information System) volunteers read with students in Grades 1-3 on a weekly basis, share in student achievements and struggles, and form a bond that is fostered and continues through the grades.

Benefits

Young children have the privilege of an interested audience, a friend, and a surrogate grandparent. OASIS volunteers are paired with students with whom they develop 3-year-long partnerships. Relationships built on trust and a common interest in educational success are formed as a result of this program. Children develop valuable skills to enhance their self-image and assume greater responsibility for their own reading success. OASIS is a program embraced

by Ross School. It emphasizes the value of reading and its importance in acquiring knowledge in all future learning. Teachers measure significant student growth and success in reading and in social and emotional development.

Linda Williams
Ross Elementary School
St. Louis, Missouri

Recorded Books

Best for: *Below-grade-level readers*

Implemented by: *Trained teachers and instructional assistants*

Description

Most teachers face the problem of having some students who are not reading at grade level each year. Many students experience difficulty when participating in whole-class activities derived from the basal reader.

After researching several programs, the Stemley teachers decided to become trained in Reading Styles. Dr. Marie Carbo founded the National Reading Styles Institute and pioneered her own style of recorded books.

Teachers follow certain guidelines in recording books and teach students to use these books in a special way. This portion of reading instruction is on an individualized basis. Teachers give students a choice of several books on their level. The students are trained to track the words with their fingers as they listen. Books are recorded in small portions with much expression but slow enough for the students to track.

Benefits

When students listen and point to the words simultaneously, they remember the words more easily than when using traditional methods. Recorded books is only one of the reading-style strategies that have given our students a more "comfortable" way to learn. This method is easy to use in primary grades because their books have

relatively few pages. The method can be used successfully in upper grades using magazine articles of high interest to the students.

Vicki S. Oliver
Stemley Road Elementary School
Talladega, Alabama

Roving Readers

Best for: *Students in elementary grades who need a boost to their self-esteem*

Implemented by: *Classroom teachers and roving reader coordinator*

Description

Often students need a boost to their self-esteem and confidence level. The Roving Reader program is a vehicle for helping students improve these attributes.

The teacher chooses one student each day to go to another class and read a book aloud to the class. The student chooses a book that he or she can read fluently. When the student is finished, the class usually gives a round of applause, and the teacher tells that student what a great job he or she did. The teacher uses a hole punch to indicate on the student's roving reader bookmark that the student has successfully read the book to the teacher's class. At the end of the year, students who have been roving readers at least five times during the year receive a certificate on awards day.

The coordinator of this program prepares a schedule for the teachers to follow. Each teacher is assigned a different class to which to send roving readers during a given grading period. Usually, students are assigned to read to the same or a lower grade level to minimize any frustration they might feel about reading in front of others.

Benefits

Over the past few years, we have seen an increase in the number of students who wish to participate in this program. Students are encouraged but not forced to read to another class. Teachers report

lower achievers "beaming with pride" as they return from a successful roving reader experience.

Vicki S. Oliver
Stemley Road Elementary School
Talladega, Alabama

The Reading Teacher's Role in Early Intervention for At-Risk Students

Best for: *At-risk students in primary grades*

Implemented by: *Consulting teachers of reading*

Description

Often children are identified as having difficulty with reading once they reach Grade 3. Studies show that a child's performance in Grade 3 is often an indicator of future school success. Our objective was to identify the at-risk students at a much younger age and provide the proper intervention necessary to prevent that child from "failing."

We work with all kindergarten students, focusing lessons on phonology, letters/sound recognition, letter formation, rhyming words, and patterns. We are continually evaluating and assessing students to identify children at risk. Children are screened in the spring of their kindergarten year using an emergent literacy survey with a strong focus on phonemic awareness.

All children are screened again in September of first grade. Children who are still lacking prereading skills are identified and qualify for small-group instruction. Lessons are multisensory, and a variety of approaches are used to assist these students in literacy acquisition. Children are continually assessed and receive support as long as necessary.

Benefits

All too often, children at risk are headed for failure. By providing early intervention, children gain the skills they need to have successful experiences with reading. We focus on their personal successes to

build self-esteem and foster a lifelong love of reading. We promote a strong connection between home and school. Parents are involved in daily reading with their child as well as participating in schoolwide reading events. Our joint efforts have proven successful in providing the support these at-risk students need.

Maureen Dwan
Steward School
Topsfield, Massachusetts

Early School Preparation (ESP) Program

Best for: *Individual preschool students and parents*

Implemented by: *Trained teachers and volunteers*

Description

Counselors, teachers, and parents recognized a need for special assistance for approximately 50% of the preschool children who are not ready for school each year. Primary teachers at Taylors Elementary believe that "learning to read and write in school will be easier for the child with rich preschool literacy experiences than it is for the child with almost no literacy experiences," as stated by Marie Clay (a noted New Zealand educator). In an effort to reach those children with such limited experiences, teachers at Taylors developed the Early School Preparation (ESP) program. The ESP program, implemented by faculty and PTA volunteers, includes meetings with parents of preschoolers and kindergartners and a unique packet with clear, concise suggestions for helping their children at home. The packet explains how parents can help children with fine motor skills, counting, recognizing letters of the alphabet, and many other emerging literacy skills.

Books, developed and compiled by parent volunteers and teachers, are provided to show letters, numbers, colors, and shapes. A trade book, with suggestions for developing early concepts about print, is included. ESP, the first program of its kind in the local school district and a model in the state, symbolizes the extent to which needs data are analyzed and used productively to enrich student learning.

Benefits

The ESP program and packet provide for a smooth and successful transition into kindergarten and first grade. One parent said, "He thought it was really neat to go see his new school and also to get a gift!" By receiving the "gift," children are motivated to "play" school and exercise their early literacy experiences as well. Test scores on the Cognitive Skills Assessment Battery, given at the beginning of first grade, showed 88% of first graders were ready to begin first grade.

Mary D. Woods
Taylors Elementary School
Taylors, South Carolina

Paired Reading Program

Best for: *Individual students in primary grades*

Implemented by: *Trained volunteers and reading coordinator*

Description

In addition to regular reading classes, students in our kindergarten through third grades benefit from a unique Paired Reading Program. Paired Reading volunteers are trained by our reading coordinator using a short video and live demonstrations. The unique aspect of this program is that both reading partners read the words out loud together at the same time. The student chooses a book through interest more than by readability, and the volunteer (adult or older student) helps the less able reader enjoy his or her chosen book. A good analogy to this support in reading is teaching a beginning swimmer to float. The helper's arm under the swimmer is like the voice of the helping reader, ready to assist if needed, always there to keep things going successfully. Each adult volunteer comes in once a week to read for 20 minutes with each of his or her four students, keeping the same partners for the whole school year.

Benefits

Benefits of the Paired Reading Program have been both academic and social. Our less able readers in four grades have gained skills through these extra practice sessions. They find enthusiastic coaches in their adult partners (who are mostly senior citizens), coaches who celebrate their progress and boost their confidence. The adult partners often bring in other books or related items to support their students' interests (shark teeth, bee honey, etc.) Phone calls, notes, cards, and visits are exchanged, attesting to the deepening personal relationship between the children and their grandparent-like friends. The community has become more involved with the school by coming into the building on a regular basis. They recognize students out of school, too, and are delighted to be greeted on the street or at the post office.

At the end of each year, as we celebrate our Paired Reading Program, it is evident that its value on a human level is equal to if not greater than its academic importance.

Alan Campbell
The Tisbury School
Vineyard Haven, Massachusetts

Comparing book baskets.

(Photo courtesy of Center School, Litchfield, Connecticut.)

Facilitating Reading in Small Groups

Using Book Baskets to Enhance Reading

Best for: *Small groups of primary grade students*

Implemented by: *K-1 classroom teachers*

Description

Reading and sharing real books with young children on a daily basis has been shown to have a direct impact on their reading success. However, finding the time to provide engaging, leveled reading material as a supplement to regular reading instruction can be difficult.

Our K-1 teachers have implemented a successful learning environment with a built-in classroom management plan to provide this daily supplemental reading. Each classroom has four baskets with about 15 books in each basket for designated small groups. The books are supplemental readers and trade books including fiction, nonfiction, alphabet books, and so on. Within each basket a range of about two levels is provided for the student to choose from.

During basket reading time (about 25 minutes), the children work in small groups, or individually with a self-selected book practicing the problem-solving reading strategies taught by the teacher during regular reading instruction. As the students read, the teacher moves around the room and monitors the students' reading and often makes a running record or anecdotal notes. The titles in the basket are updated about every 3 to 4 weeks.

Benefits

The book baskets have provided a framework for students to self-select books and practice independent reading strategies in an informal setting. It also demonstrates the value for leisure reading. The students can participate in making a good choice for time spent reading.

The teachers have observed the students using good reading strategies. The students are also being exposed to a wide variety of reading materials in a short amount of time. We hope each student will become a lifelong reader.

Richard D. Waldrop
Beaverdam Elementary School
Beaverdam, Virginia

Chat 'n' Chew and Lunch 'n' Listen

Best for: *Small groups of students, Grades 1-6*

Implemented by: *Parent volunteers*

Description

Developing a love for reading that carries on outside the classroom is key to enhancing students' skills. The Lunch 'n' Listen and Chat 'n' Chew reading programs provide an opportunity for small groups of students to share favorite stories in an informal setting at lunch. There are three levels: Lunch 'n' Listen (Grades 1 and 2), Chat 'n' Chew (Grades 3 and 4), and Chat 'n' Chew Challenge (Grades 5 and 6).

The PTA coordinators for each level meet with the teachers prior to the start of school to select the books. Primary teachers often choose award-winning books that extend units of study in social studies and science. Books at the intermediate level are chosen based on their readability and interest level.

Students are divided into small groups of six to eight for their monthly book chats. During Lunch 'n' Listen, the book is read by the parent volunteer and a hands-on activity is planned to add excitement to the story. During Chat 'n' Chew, students read the book selection prior to the meeting. Parent volunteers are trained to lead the

small-group discussions. Treats are often provided. Chat 'n' Chew Challenge adds a knowledge bowl quiz as a motivator. Teams of students read a variety of book selections each month. Then a team tournament is held to check students' comprehension. The winning teams are recognized on the daily announcements.

Benefits

Students are reading more independently as a result of these recreational reading programs. Parent volunteers report they have increased their own skills as parent educators and find they have a renewed enthusiasm for reading as adults. The program is easy to organize and there is minimal financial investment. Parents, teachers, and students working together—it's a winning combination.

Betsy Degen
Broken Arrow Elementary School
Shawnee, Kansas

Scrabble Games for Vocabulary Development

Best for: *Small groups of students in upper elementary classrooms*

Implemented by: *Trained teachers*

Description

Vocabulary development is a critical component of reading and writing success in upper elementary classrooms. However, we found that although our fifth-grade students were being exposed to challenging vocabulary through various units of study, the words were quickly forgotten after testing. Because we wanted a more advanced vocabulary to become an integral part of our students' reading, writing, and oral vocabularies, we decided to purchase multiple Scrabble games for use in the classroom.

After teaching students the rules, we divided them up into groups of four. Each group was given a dictionary and lists of previously introduced vocabulary words. They were instructed to use these aids during the game. In addition to regular scoring, bonus

points were given for using words with more than five letters and vocabulary words.

After the first game, subsequent board teams were chosen based on scores to keep players more evenly matched and thus maintain interest. The challenge was further intensified when we invited dads to class to play Scrabble in teams with their children.

Benefits

Using Scrabble games in the classroom provided multiple benefits to our fifth-grade students. Teachers noticed greater word reçognition and understanding in daily reading. They also observed that students were more experimental with vocabulary words in their writing because they felt more comfortable with these words after using them in Scrabble games. Use of the games also developed dictionary skills and increased problem-solving skills as students tried to use words to fit patterns and increase point counts. The greatest benefit, however, was that students discovered another way that learning can be fun!

Raymond E. Johnson
Grace School
Houston, Texas

Early Reading Intervention

Best for: *Small groups of students in Grades 1-2*

Implemented by: *Trained university graduate students*

Description

When our district lost all federal and state Title I funding at the conclusion of the 1995-1996 school year, an administrative decision was made to commit the remaining district monies designated for remedial programs to an early reading intervention program for our youngest students. As the 1996-1997 school year began, our school district implemented a balanced literacy language arts program that includes a supplemental reading support program for students in Grades 1 and 2. This program provides 1 half hour of instruction

daily in addition to the 2 hours of classroom language arts instruction. Each day, in groups of three to five, the children read for fluency; practice encoding, decoding, and reading comprehension strategies; and write in response to the book they are reading.

Two graduate interns from a local university deliver the program. In exchange for their university tuition, these interns work full time at our school. They receive intensive training, supervision, and support in the administration of this program and have proved to be an extremely valuable asset to our educational program at Highland School.

Benefits

During our first year, we were able to provide intensive reading intervention to 75 children in Grades 1 and 2. At the conclusion of the 1996-1997 school year, 97% of these first-grade children were proficient in letter recognition, 72% in sentence writing, and 94% in word recognition, based on May screening results. In Grade 2, 88% of the children entered the program in October reading at a 1.1 level. In May, 37% read at a 2.1 level, 18% read at a 2.2 level, and 45% had advanced to a 3.1 level. Although these statistics are impressive, the real success of the program is reflected in the smiling, confident faces of our young readers.

Diane Hartman Chesley
Highland Elementary School
Cheshire, Connecticut

Inclusion With Drama

Best for: *Students in primary grades*

Implemented by: *Students, faculty, parents, and volunteers*

Description

Hood Street School, a school on a military base with a mobility rate of 43%, houses students in pre-K, second, and third grades. Because of their mobile lifestyles, many students have a difficult time adjusting to new situations. Our role is to find these students, identify

their needs, and meet those needs as quickly and successfully as we can, knowing these children will be with us only a short time.

Our Inclusion With Drama program was originated several years ago in hopes of better reaching those children with special needs, whether they be academic, social, physical, or emotional. Our secondary motive was to find additional ways to get the parents of those students more involved in the school and have them assume a more visible role in their child's education by assigning them a role, a duty, or a reason to be more interested. What better way than to make their child a star!

Once each semester, teachers identify two students from each class to be members of the Drama Club. The only prerequisite is that the children selected must have some apparent need that is not being fulfilled. These students meet after school with the principal and parent volunteers to stage a production in which each has a part. Much work and preparation go into these practices, but students in the Drama Club receive recognition and status from all of their peers, something they sorely need. Their positions in their class and throughout the school are elevated through their selection, and their confidence and self-esteem soar.

The greatest reward is production night when all are dressed in their costumes, their proud parents are beaming in the audience, and the students are finally able to feel successful and good about themselves. Although the production is presented to the student body during the day, the real test comes during the evening performance when the parents, brothers, sisters, neighbors, and friends come to see the performance. What a profound effect this has on a child who has never before been able to receive recognition or to feel confident or capable in the regular classroom setting!

Benefits

Inclusion With Drama has had results that we never dreamed possible! Because teachers carefully select children who are desperately in need of recognition, our cast is usually made up of students who feel defeated or insecure at the start. To see the transformation that Inclusion With Drama makes on these children is phenomenal. Self-esteem soars, confidence grows, and the child, often treated with disdain by the parents because of learning or behavior problems, suddenly becomes a source of pride and satisfaction. Parents

who previously had never set foot in the school have a positive reason for being there and an opportunity to see their child in an entirely different light.

Teachers report positive changes that carry over long after the production has ended. Although much work (and patience, with some of the selected casts) is required from the principal and parent volunteers who rehearse daily and direct the affair, all agree the rewards far outweigh the consequences. To see a star born, although for only a short time, and the changes that occur as a result, makes the experience tremendously gratifying for all those involved.

Carol J. George
Hood Street Elementary School
Columbia, South Carolina

Literacy Groups Incorporating Reading Recovery Strategies

Best for: *First graders on the Reading Recovery waiting list, second graders who are previous Reading Recovery students, and kindergarten students who have difficulty with readiness skills*

Implemented by: *Trained Reading Recovery teachers*

Description

Reading Recovery is an early intervention program for first graders who are at risk of reading failure. It is designed to target the lowest 20% of first graders. We have seven first-grade classes and only one trained Reading Recovery teacher. We needed to develop a way to use the Reading Recovery strategies and meet the needs of as many students as possible. Developing a format for Literacy Groups has done just that. Our Reading Recovery teacher has four traditional Reading Recovery lessons each day and the rest of her time is spent facilitating small groups. For the first 9 weeks of school, the Reading Recovery teacher had Literacy Groups composed of second graders who had been successfully discontinued from Reading Recovery as first graders. She also had Literacy Groups composed of first graders who were in the lowest 20% but were on the waiting list for individualized instruction. After the first nine weeks, all of the

Literacy Groups were first-grade students who were on the waiting list or who recently had been discontinued from Reading Recovery but required some maintenance for their continued success. The last 6 weeks of school, Literacy Groups will be composed of kindergarten students who are exhibiting difficulty in learning reading readiness skills. These students are identified by their teachers and recommended for service through our school's Student Support Team.

Benefits

The Literacy Groups program has achieved what it was designed to accomplish. Many more students have been supported by this one trained Reading Recovery teacher than would have been if only individualized Reading Recovery lessons were available. The second graders who participated in the Literacy Groups continued to read at or above grade-level material. The second-grade teachers spoke highly of the results they witnessed in their classroom instruction. Some of the first graders in the Literacy Groups who were on the waiting list for Reading Recovery progressed out of Literacy Groups without ever needing individualized lessons. We are excited about the possibilities the Literacy Groups program holds for kindergarten students. As a result of the Literacy Groups, many students who may have become further confused about reading were supported, thus becoming average or above-average readers.

Teresa Tice
Inverness Elementary School
Birmingham, Alabama

Extend the Day and Increase Time on Task

Best for: *Individual students and small groups in elementary grades*

Implemented by: *Trained teachers and aides*

Description

In an effort to increase the effectiveness of our remedial and enrichment reading programs, our school council decided to look at the length of the typical school day in a different way. Our school day typically starts for most children at 8:40 a.m., but several of our staff

have revised their schedules to start 40 minutes earlier, at 8:00 a.m. Although we have not increased the length of the day for our professional staff, we have been able to increase the length of our academic day for those children who can benefit from it.

Now, to provide remedial reading, instead of pulling children from the classroom during a subject such as science or social studies, we ask that they come to school early. This instruction is now in addition to those disciplines as opposed to being in place of them.

By seeing children in small groups on a regular basis, our staff is able to provide a developmentally appropriate, supportive reading program that is in addition to and complementary of that being offered in the regular classroom setting. Each teacher sees two groups of between one and three children each morning.

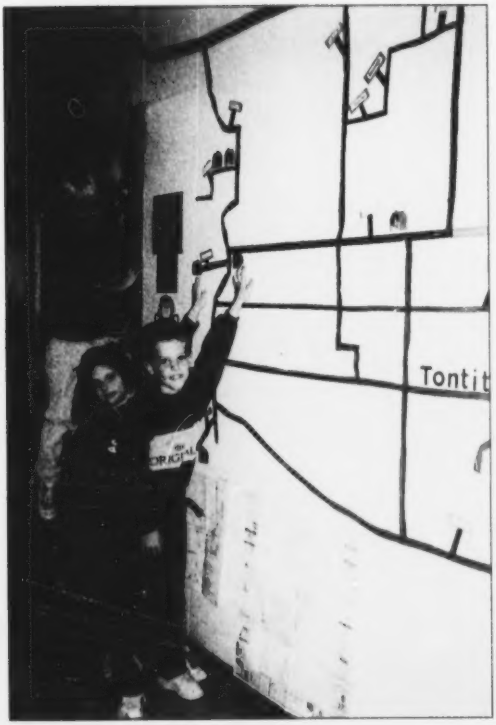
Our enrichment program runs some mornings and/or meets as a "Lunch Bunch." Our reading specialist will eat her lunch a little earlier and then facilitate a discussion concerning a book that the group has been reading. This enrichment program is open to all students who wish to participate. Typically, students meet in small groups of four to six for a period of 6 to 7 weeks.

Benefits

When a child is identified as an at-risk reader, we now have the ability to give him or her not only one-on-one or small-group instruction with trained professionals but also more time on task and less time out of the regular classroom. The same holds true for our enrichment program.

We have been running this program for a couple of years now and have been thrilled with the academic growth of our children and the consistency it is providing within the classroom with regard to decreased pullouts and increased inclusionary practice. Parental support has been tremendous. Parents have really expressed positive support and appreciation for this program. An added bonus has been the effect on our staff members. Some have middle school children and prefer to be home when their children get home; these new hours help them accomplish this. Primarily, our Title I teachers, reading specialist, and aides have been involved in the earlier starting time.

Kevin Crowley
Johnson Elementary School
Natick, Massachusetts



Hands-on learning.

(Photo courtesy of Jan Miller, Walker Elementary School, Springdale, Arkansas.)

Kid City Lab

Best for: *Students in elementary grades*

Implemented by: *Trained teachers and community partners*

Description

Meeting the needs of diverse readers is a challenging task in the traditional classroom. The current paradigm in education is shifting toward a student-centered approach in teaching. With the need of all our students to improve their reading and logical thinking skills, and in an effort to afford them real-life experiences in which to apply these skills, we have developed our Kid City lab.

The Kid City lab is a hands-on, interactive lab designed to resemble six of our neighboring Austin businesses. A classroom was divided into these six businesses and room dividers depicting each business were constructed. The room is awesome and affords small areas that simulate a real-life business in which each corresponding lab activity is conducted. Lessons using reading and higher-level thinking skills are structured around the theme of each business. The ambiance of the lab and its manipulatives provide a unique opportunity to tap into as many styles of learning as possible within each lesson.

The Kid City lab is coordinated and staffed by one teacher who works directly with each grade-level team of teachers to develop and conduct the weekly lessons. The curriculum and student-centered reading activities provide a fun yet productive way to meaningfully connect reading with everyday life skills.

Benefits

The use of reading in a connected, real-life environment has helped all our students to develop and appreciate this valuable skill. Our goal is to enable our students to be lifelong learners. Reading is a key factor in achieving this goal. Happy students and increased reading scores on our state-mandated assessment of minimum skills have been the evidence we need to continue this approach to teaching and using reading at our school.

Mamie Robinson
L. L. Campbell Elementary School
Austin, Texas

Literacy Club

Best for: *Students in intermediate grades*
Implemented by: *Classroom teachers*

Description

All children in the third grade who have a desire to share their love of books and writing have the opportunity to join the Literacy Club. The objective of the club is to sharpen reading and writing skills of students before they move on to the intermediate level. The club meets once a month for 1 hour. Each month, a different book with a different pattern is used to encourage creativity and provide motivation. After a book(s) with a specific pattern is read to the students, the whole group collaboratively writes a club story using the same pattern. Following the group activity, individuals write or coauthor their own inventive stories following the same pattern. If the students publish (edited story with a cover) their book, it will be placed on a special shelf in the school library. Through this club, students increase their repertoire of ideas for creative writing and further develop a broader appreciation for a variety of the children's books available to them.

Benefits

The benefits of this program can be seen in the increased number of third-grade students who choose to write stories during "free" time. Students frequently request books by the authors they have heard during club meetings. This process removes some of the intimidation of writing a composition and builds confidence through success.

Joy O'Dell
Lucy Franklin Elementary School
Blue Springs, Missouri

The Hive

Best for: *Small groups of students in Grades 1-5*

Implemented by: *Teachers and administrators*

Description

Although Nelson Elementary boasts strong standardized test scores well above the 50th percentile in reading and especially in math, our reading scores typically decline as students move into higher grades. In addition, transient students and new students who enter the school in fourth and fifth grades experience difficulties in reading in the content areas. Tutoring is offered to some of these students through an academic assistance teacher during the school day, parent and senior citizen readers, and Saturday school; but there are others who still need attention.

Seeking to address students' needs and to make reading our first priority at Nelson, The Hive, an afterschool tutoring program, was created through support from a district school improvement grant. The Hive is held 2 days per week from 3:15 to 4:30 p.m., with bus transportation provided home at the end of each session. Ten students at each grade level (first through fifth), who have been recommended by teachers and parents, participate in The Hive. Each group of students is tutored by a regular grade-level teacher and participates in activities that focus on reading. In addition, students are taught organizational skills, which include use of an assignment book and student reading notebook to strengthen study-skill habits. Parents and core classroom teachers are informed of weekly progress through the use of computer-generated reports and e-mail.

Benefits

The Hive has become our first line of defense above and beyond our traditional schoolday interventions in our efforts to help each and every student become a competent and avid reader. The use of

core classroom teachers who already have an understanding of reading instruction at each grade level has improved student reading skills as well as the completion of homework assignments. Students have become more self-confident in reading through organization, repetition, and attention to learning styles in an extended school-day environment. We feel our students have benefited from The Hive and that we will see improved test scores as well as a school where all students value reading for learning and enjoyment.

Charlene N. Herring
Lonnie B. Nelson Elementary School
Columbia, South Carolina

The BRIDGE Program

Best for: *Students in Grades K-1*

Implemented by: *Reading specialist and trained aides*

Description

The BRIDGE (Beginning Reading Instruction During Guided Experiences) program began as a means of reducing early reading failure among students whose language and conceptual background were deficient for the learning-to-read process. The program accomplishes its objectives by

- Improving children's literacy strategies so they can better profit from ongoing classroom instruction within a short period of time
- Helping these children develop a self-improvement system for continued growth in reading

In kindergarten, a preassessment is administered to identify the neediest students and an aide is trained to deliver the program in two small groups of six students 30 minutes per day, 4 days per

week. Students engage in multisensory activities, language experience, and oral language activities. Parents are partners with a monthly calendar and log to verify daily silent reading.

The first-grade program includes identification of 10 of the weakest students, who are instructed individually 30 minutes per day, 4 times per week, by a trained aide. Their program is literature based with heavy emphasis on writing, word rings, multisensory activities, and phonics.

The reading specialist conducts periodic assessments of all these students and confers regularly with the aide and classroom teacher. Parent meetings are held at least twice yearly and conferences are scheduled regularly.

Benefits

A recent review of students enrolled in the district who were BRIDGE participants from 1993 to 1997 revealed that among BRIDGE participants in first grade, 40% were reading at or above grade level and at Grades 2 and 3, almost 70% were reading at or above grade level.

First-grade percentages were especially impressive: 65% of students who were in the BRIDGE program scored at or above grade level in Grades 2, 3, and 4.

In addition to classroom reading success, students acquire individual literacy strategies that allow independent reading to occur. They feel more confident among their peers and, with consistent parental support, are very well prepared for the reading demands of the Grades 5-8 middle school after leaving New Eagle.

Beth Anne V. Kob
New Eagle Elementary School
Wayne, Pennsylvania

Extra help in an in-class setting.

(Photo courtesy of Vince Kuzniewski, Fox Chapel Area School District, Pittsburgh, Pennsylvania.)

What Is the C-Team?

Best for: *Small groups in primary and intermediate grades in the classroom*

Implemented by: *Classroom teachers and auxiliary credentialed teachers*

Description

The Orangethorpe reading assistance program has two major tenets: It is a non-pull-out program, and it is taught by credentialed teachers. The in-class policy was developed by a site-management team that believed the challenge was to make it possible for students with reading problems to learn in their classroom environment. The program is brought to the child rather than the child to the program. The teachers are called the C-Team—for collaboration, consultation, and cooperation. At least three credentialed teachers (funded through Title I) and the special education resource teacher make up the team. The speech and language specialist often participates. The teachers work 4 mornings a week (40%) in assigned classrooms for 30 to 60 minutes each. Arrangements include small-group instruction, working with the class while the teacher works with a small group, team teaching (especially during a written language assignment), and one-to-one conferencing or tutoring. The credentialed C-Team members plan lessons and prepare follow-up activities and homework, which reduces the teacher's workload. Lessons are based on the core curriculum and may include directed reading of fiction or nonfiction, a sequential phonics program, phonemic awareness, or preview-review of content-area materials.

Benefits

Working with the students in the classroom reduces stigmatization and segregation and increases self-esteem. Low achievers interact with good role models. Special education students work with regular education classmates. All students work with core-curriculum materials. (When alternative materials were used, skills did not transfer, students were not always motivated, they missed classwork, and they knew they were labeled.) More minutes of real reading occur.

Classroom teachers have a second person with whom to talk over strategies and share ideas for helping at-risk students. The lower student-teacher ratio results in more instructional time.

Patrick J. Backus
Orangethorpe Elementary School
Fullerton, California

Starlight Program

Best for: *Small groups of students in a primary classroom*

Implemented by: *Teachers, with the assistance of business partners*

Description

The primary objective of this program is to prevent learning discouragement in the area of reading in the primary grades. Our program, designed for at-risk students, increases vocabulary understanding, critical thinking, comprehension, and self-esteem while assisting students in reaching appropriate grade placement in the area of language arts.

Targeted students receive small-group (six students per group) instruction by a certified reading specialist on a daily basis where "I can read" and "I can write" activities are enhanced. Integrated reading and writing is encouraged, and students participate in buddy reading, group story writing, and sharings throughout the duration of the program.

A variety of multimedia materials, acquired through business partnership grants, are used, including "First Start" easy readers, "I Can Read" books, "Wings" critical thinking games, and Scholastic's "Wiggleworks" computer program. This variety allows for a multisensory approach whereby students see, feel, hear, and interact with the learning materials and the teacher.

Benefits

The greatest highlight of our program is the increase in self-esteem and motivation. Because students actually read a wide range of books with success, they look forward to reading. In addition, the

writing and illustrating of stories and books make the processes of reading and writing natural and integrated. The students, motivated by their successes, show an increase in reading levels and writing ability. This motivation spills over into every area of school, thus affecting total school success.

Evelyn M. Kingston
Our Lady of Prompt Succor Parish School
Chalmette, Louisiana

Phonological Awareness Program

Best for: *Students in Grade 1*

Implemented by: *Team composed of first-grade teachers, language arts consultants, and speech/language pathologist*

Description

This year, the Peck Place School has implemented a collaborative program designed to support our emerging readers in first grade. The Phonological Awareness/Language (PAL) program has been prepared and implemented by the speech/language pathologist (SLP), the language arts consultant (LAC), and the first-grade teachers. It is a classroom-based intervention, designed to complement the Houghton-Mifflin literature-based reading program used in our school. The team works together to develop activities to heighten the children's awareness of sound, sound-symbol relationships, and sound manipulation within the structure of words. The children engage in activities of rhyming, segmentation, syllabication, and sound blending. Through multimodal presentations, children are exposed to, and instructed in, strategies to strengthen encoding and decoding skills. They are made aware of the structure of the spoken and written word. The team approach affords the opportunity for small-group instruction to meet a variety of appropriate instructional levels that fall under the phonological umbrella.

The team meets weekly to review lessons, assess student needs, and plan future activities. The LAC and SLP present 30-minute weekly lessons in each first-grade classroom, and these are supported by follow-up activities implemented by the first-grade teachers.

The PAL program is evolving, and as such, is consistently undergoing evaluation, modification, and revision to best meet the needs of the individual emerging reader.

Benefits

We are all very enthusiastic about this new venture. The children now have the foundation necessary for success in reading and writing. Phonological awareness skills that have been taught are being transferred into the daily reading and writing activities presented through our literature-based program. The children do not hesitate to use their new-found knowledge to unlock words and to use their strategies for spelling. The language arts curriculum has been greatly enhanced by the addition of the PAL program.

Nicholas Tirozzi
The Peck Place School
Orange, Connecticut

Reading Rescue: An Early-Intervention Program for First-Grade Students

Best for: *Students in Grade 1*

Implemented by: *Reading specialist*

Description

Reading Rescue, designed by Dr. Kerry Laster, is based on the research of Marie Clay. Participating first graders attend 30-minute supplemental sessions daily, which are taught by a reading specialist. Reading Rescue is an intensive early-intervention program designed to meet individual reading needs of students.

Participants are identified from norm-referenced tests given to all first-grade students in the fall of each year. Additional information to assist in student selection is provided by classroom teachers and parents. Participants on the bottom quartile are identified as being at risk, therefore performing at an inappropriate developmental reading level.

Reading Rescue provides individual and small-group sessions so that a minimum of 22 students receive 30 minutes of supplemental

reading instruction daily. Once strengths and weaknesses are assessed, an individually designed program guides each child's daily instruction.

Reading Rescue is a holistic, literature-based early-intervention program that meets the individual needs of first graders considered at risk of not becoming successful readers. Materials used daily include patterned and repetitive literature, stories on tape, the children's own writings, student-made recordings, and manipulatives. Components of each lesson include reading familiar books, shared reading of new books, creative writing, word study, and reading at home.

Benefits

Many students enter first grade with the anticipation of learning to read, only to become discouraged and frustrated when that task becomes overwhelming. Reading Rescue provides individualized support for struggling first-grade students.

Approximately 36% of all first-grade students at Shreve Island fall in the bottom quartile when pretested. Reading Rescue (1988-1998) has dramatically reduced the retention rate at Shreve Island Elementary and produced fluent first-grade readers.

The program has served as a training site for other districts and states.

Kerry Laster
Shreve Island Elementary School
Shreveport, Louisiana

First-Grade Reading Support Program

Best for: *Small groups of elementary students in regular classrooms*

Implemented by: *Certified reading teachers and assistants*

Description

The demographic characteristics and portfolios of approximately 25% of the children entering first grade identified them as children with a high risk of failure to complete the first-grade program successfully. The literature-based curriculum is particularly successful

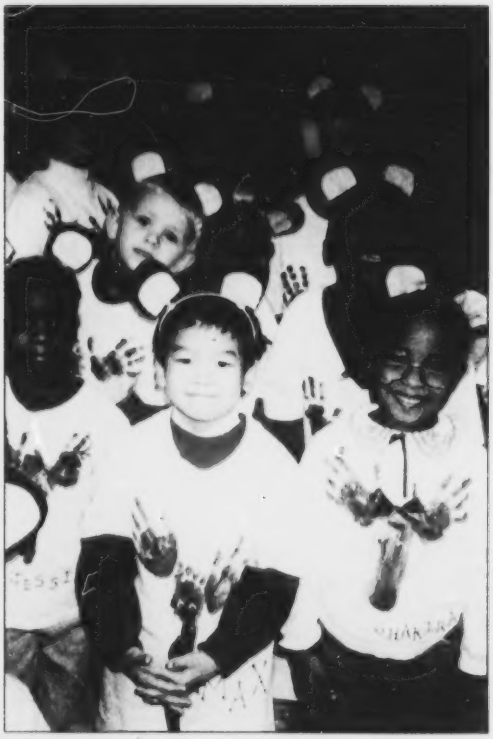
when all critical aspects are implemented. The final critical elements for this high-risk group of children and their families were found to include a need for a structured program that included additional classroom support, increased home-school communication, and training for parents.

The classroom part of the program involves reading teachers and assistants working in the regular classroom with individuals and small groups of children three to four times per week for 30-minute sessions to review, reteach, practice, and extend developmental reading and writing skills and strategies. All parents of program children are required to participate in an evening training program with the reading teachers to learn the program, the materials, and the role of the parent in the program. Family packets are sent home each Friday and are due back the following Wednesday. Packets contain a journal of student writing and notes between parents and teachers. It also includes home reading and writing activities to be completed. Additional communication during the program includes regular parent conferences, telephone conferences, book lists for parents, and strategies for working with specific skills and comprehension.

Benefits

The classroom element provides additional intensive instruction that is coordinated with classroom curriculum using a team approach while allowing the student to remain in the classroom. The home-school element involves parents in a constructive and confident manner in their children's education. The ongoing communication brings all of the key individuals together in the beginning and ensures that everybody understand the importance of their role. The major benefit is to the children, 95% of whom successfully complete the first-grade program with the skills needed to move to a second-grade program. The sense of competence demonstrated by the children is a key factor in their continued success. Historically, 100% of children pass the state reading competency exams given at the end of third grade.

Barbara Hildreth
Waterford-Halfmoon Elementary School
Waterford, New York



A classroom of smiles.

(Photo courtesy of Liz Agee, Lonnie B. Nelson Elementary School, Columbia, South Carolina.)

Engaging Entire Classrooms and Grade Levels

Exploring Reading Genres

Best for: *All students in Grades 2-5*

Implemented by: *Grade-level teachers*

Description

A three-point reading program, Exploring Reading Genres, was created for the third-grade students by their teachers. Already pleased with the literature that their students were reading, the teachers decided that enriching the program with integrated language arts study guides, restructuring the reading schedule, and offering motivational reading games would be beneficial. During the school year, the students are immersed in seven genres: humorous fiction, mysteries, poetry, fables, biographies, tall tales, and historical fiction. A study guide for each book within each genre emphasizes vocabulary, English, phonics, and comprehension questions based on Bloom's taxonomy.

By restructuring the reading schedule, students receive an hour of uninterrupted reading time and are grouped to achieve maximum learning. All the remedial reading students are taught by a third-grade teacher and the remedial reading teacher. This classroom teacher's remedial reading students stay, but the remainder of her students are distributed to the other teachers for the reading hour. Continuous collaboration by the teaching team assures coordination and communication. Only the pace and number of books read separate the

remedial reading students from the other students. All have high standards to achieve while completing their study guides.

Benefits

The creation of the study units unified our language arts instruction into an effective and efficient program. Our standards were also unified by the creation of a rubric that was used as an evaluation tool after each study guide. Parents are especially appreciative of this program because they receive the study units, are aware of our standards through the rubric, and see their children motivated to read through the incentive reading game. Students eagerly read other books within each genre and share them with other classmates!

Robert Meyer
Austin Road Elementary School
Mahopac, New York

Power Hour

Best for: *Students in Grades K-2*

Implemented by: *Teachers and specialists*

Description

We noted through our school improvement process that we had many students with attendance and tardiness problems, particularly in kindergarten. There were also many students academically at risk in the early grades due to below-grade-level reading achievement. We decided to implement a "Power Hour" emphasizing the importance of being at school on time and focused on instruction.

Power Hour is an uninterrupted, intensive instructional hour at the beginning of the school day concentrating on reading instruction at kindergarten through second grade. Our teachers enthusiastically embraced the idea of having an uninterrupted teaching hour. Our specialists (including Title I reading specialists, learning disabilities specialist, and speech/language pathologist) rearranged their service delivery models to serve students in the classroom during this period. Support staff (music, PE, media specialist, computer teacher)

also refrained from scheduling classes during this hour. With the inclusion of our specialist and support teachers, small-group instruction is made even more intense.

Our Title I schoolwide project and Kansas Accelerated Literacy Learning (KALL) programs are highlighted during Power Hour. These programs use research-based instructional practices to develop and accelerate early reading. Follow-up to our Power Hour instruction in reading is provided by trained volunteers.

Benefits

Power Hour appears to be helping us achieve our goals of accelerating achievement and reducing absences and tardies. Our preliminary data suggest that this program is at least contributing to our positive growth. Our attendance problems have decreased by more than 50%. We have met the state standard of excellence in reading. Although our successes cannot be attributed only to this program, we feel that the Power Hour provides an excellent format for our early intervention.

Catherine McDonald
Central Elementary School
Olathe, Kansas

Reading Beyond

Best for: *Students in Grades 1-6*

Implemented by: *Students and parents*

Description

At Colegio Catolico Notre Dame Elementary School, we are always pursuing new alternatives to help students improve their reading performance and become active readers.

One of our local newspapers, the *San Juan Star* (Spanish edition), recently began publishing "The Mini Page" dedicated to young readers. Our third-grade teacher motivated her students to bring in the section to be read in the classroom. Now, our third graders anxiously await every Tuesday for Mini Page Day.

They are thrilled to read about different topics that cover all academic subjects and other activities such as puzzles, crafts, ideas, and even recipes for beginners. The outcome of this activity has been so effective that we are implementing it in their English class and in other grades as well.

Benefits

This activity helps students reach out beyond reading requirements. It has proven to give them a feeling of achievement and increased self-accomplishment. The Mini Page could be considered a resource for curriculum connections and it could easily be used by both self-contained and departmental teachers. It also offers an opportunity for parents and children to sit down and read together. If there is no Mini Page in your area, perhaps you could contact your local newspaper and provide the idea. It is really a worthwhile commitment.

Sister Bernardine Marie Fontanez-Cotto SSND
Colegio Catolico Notre Dame Elementary School
Caguas, Puerto Rico

Book Studies

Best for: *Students in primary grades*

Implemented by: *Classroom teachers*

Description

Cranbury School students enter first grade functioning at various reading levels. To address individual needs of the students, they are grouped within the classroom for reading instruction based on their reading ability. The first-grade reading level ranges from the primer to the second-grade level. The first-grade book studies enable the teacher to address each reading group's skill level while providing for whole-class instruction in reading.

The current reading program makes use of a basal and whole-language approach to the teaching of reading. The teachers incorpo-

rate phonics into the basal program, emphasizing the relationship of sounds to symbols during instruction. The basal series makes use of a controlled vocabulary and addresses comprehension and language arts skills in the process.

To provide our students with the opportunity to read real literature, the school instituted the use of book studies to provide opportunities for students to read an entire book, rather than the short basal stories typically associated with the teaching of reading in the primary grades. This enables the school to implement a whole-language approach in the teaching of reading.

Teachers make use of fictional and nonfictional books at the first- and second-grade levels. Such books as *Nate the Great, Cam Jansen, Henry and Mudge, Horrible Harry,* and *Amelia Bedelia* series, along with *The One in the Middle Is the Green Kangaroo, Freckle Juice, Chocolate Fever, Keep the Lights Burning Abbie, Frog and Toad Are Friends, Hop on Pop, Arthur's Eyes, Ira Sleeps Over, Corduroy,* and *Morris Has a Cold.*

In the course of the year, the whole class completes four book studies. As a result of the book studies, the students are able to learn new vocabulary associated with each story. Opportunity is provided for children to discuss their reading, compare characters, compare and contrast books, identify the parts of the story, engage in art projects related to the story, and write stories of their own based on what they have read.

Benefits

After completing an author study, the students were also motivated to read other books on their own written by the same author. They were exposed to chapter books at a younger age. Teachers noticed an increase in reading enjoyment and an improvement in students' reading comprehension and vocabulary.

The book studies can be used as a whole-class reading lesson or with small-group instruction. Book studies lead to enrichment activities in reading, writing, critical thinking, word analysis, and vocabulary development.

Robert Bartoletti
Cranbury School
Cranbury, New Jersey

Helping Students Make Interdisciplinary Reading Connections

Best for: *All students taught in block or team format*

Implemented by: *Two seventh-grade and two eighth-grade blocks at an urban middle school*

Description

Although most of our native-born students were able to read at grade level, as a faculty we became concerned that many students were not using reading as a way to make the vital interdisciplinary connections that we were seeking. At the same time, as adults we wanted a way to reinforce the notion that reading does not occur only in their English class. Our full-time reading specialist came up with an innovative way to help.

Each teacher in seventh and eighth grade was given a chart with five pockets attached and labeled, one for each subject taught in the block. Each week, each teacher in the block wrote out one to five vocabulary cards, with a word on one side and its definition or a related activity on the reverse. Cards were distributed to other teachers in the block.

During class time, teachers used the cards to review, make connections between subjects, and help students find meaning through etymology. Students were encouraged to use the charts independently for test preparation, vocabulary review, and as an aid for homework. Words ranged from basic vocabulary to enrichment terms and were treated both in and out of context.

Benefits

The reinforcement of materials outside of the expected classroom setting helps to break into the "forgetting curve." Research indicates that students tend to forget a large portion of new material unless it is readdressed within a limited time period. This reinforcement allows the brain to encode the information deeper. Knowledge then goes from short-term into long-term memory. On a more conscious level, students see the transference of knowledge through reading

modeled before them as teachers seek ways to incorporate the new vocabulary into the language of the classroom.

Michael D. O'Branski
East Middle School
Binghamton, New York

Developing Strategic Readers

Best for: *Students in Grades 1-2*

Implemented by: *Trained teachers*

Description

Recognizing that our first and second graders weren't reading as well as we wanted them to, we decided to employ the Cunningham 4-block model of instructional delivery. With the 4-block model, students are given daily opportunities to learn and employ reading and writing strategies, read independently on an appropriate level, and work intensively with words using several research-based approaches. Appropriate instruction and independent reading levels are determined using the John's Reading Inventory. Once these levels are determined, the teacher selects a variety of appropriate books from which the student may select one or more to read independently. Students are instructed using grade-level texts 3 days a week and easier texts 2 days a week. During this instructional time, students are taught reading skills and strategies that they apply immediately after the lesson. During the writing time, students are taught appropriate writing skills and strategies and watch while the teacher models those same skills and strategies. During the time provided for working with words, the teacher demonstrates phonetic decoding strategies and gives students an opportunity to manipulate words.

Benefits

All students benefit from daily practice in reading and writing. Research has shown that the more students read and write, the better they will be at it. Students feel more successful when they are given

an opportunity to practice on an appropriate level. Teachers have reported that students are performing on a higher level than they were at this time last year. But all of the benefits are immediate. Continued use of the 4-block instructional delivery model will provide students with an appropriate foundation on which to build future content area studies.

Zandra Cook
Easterling Primary School
Marion, South Carolina

Second Helping

Best for: *Small classes of students in middle school setting*

Implemented by: *Teachers with reading specialist or LD certification*

Description

Our plan for assisting students whose reading skills are below grade level is called Second Helping. This is a 12-week course (due to become a 24-week course next year) that replaces an elective. Specific students are recommended by teachers or parents, and are based, in part, on standardized tests. The student-teacher ratio is approximately 10:1.

The class atmosphere is informal and encourages a feeling of readers and writers coming together. The curriculum focuses on two areas: increasing students' abilities with phonemic awareness and vocabulary and establishing the connection between reading and writing.

Phonics rules are applied to multisyllabic words, and vocabulary is developed using the Megawords series by Kristin Johnson and Polly Bayed. The reading-writing connection is fostered by reading high-interest novels, such as *Pigman* by Paul Zindel and Jeremy Thatcher and *Dragon Hatcher* by Bruce Coville, then writing about those novels using Diana Hanbury King's writing series, Writing Skills. It is reinforced using comprehension and written language activities from the Language Circle series Project Read by Victoria E. Greene and Mary Lee Enfield. This series focuses specifically on analysis of reading skills and application to writing processes.

Benefits

As teachers know, as class size diminishes, activity options are increased. This program provides a positive climate and low student-teacher ratio to motivate readers and writers. To further emphasize individual needs, students are required to sign a contract promising to work to the best of their abilities. Integration of reading and writing skills reinforces reading comprehension. This enhances learning across the curriculum, as students apply their new skills to learning.

Charles A. Davis
Grayslake Middle School
Grayslake, Illinois

Make-a-Book Literary Project

Best for: *Total classes in primary and intermediate grades*

Implemented by: *Teachers and parent volunteers*

Description

Make-a-Book is an arts-based literary project at Harrisville Elementary School. An adaptation of Image Making Within the Writing Process, developed by Beth Olshansky of the University of Rhode Island, it currently is being used by second- and fifth-grade students as a part of Reading Buddies (younger students paired with older students for reading activities.)

Make-a-Book integrates reading and writing with art. Focusing on books by Eric Carle and Leo Lionni, students listen to and read picture books with collage illustrations. Students create personal portfolios of hand-painted texture papers. Emphasis is placed on identifying the main idea, plot, setting, and details. Parts of a book are also learned including title, dedication, and "About the Author/Illustrator" pages. Once art portfolios are completed, students look for story ideas within their paintings. Stories are developed, using steps of the writing process. Students confer with peers, reading buddies, and teachers to revise and edit stories. During the writing process, illustrations are created using collages made from texture paintings. Parent volunteers assist in typing the books, then students complete

their illustrations. Books are bound using spiral binding and plastic covers. The final project activity is an author/illustrator tea.

Benefits

The Make-a-Book project has been highly successful in enhancing learning in the language arts. It respects diverse abilities and learning styles of students. Each child can be successful in the reading, writing, and art aspects. Texture paintings require no particular artistic talents. They are a springboard for each student to tell or write a story. Teachers who have implemented this project report improved reading and writing skills, as well as enhanced self-esteem. Enthusiasm is continuous as students share their "real" books throughout our school!

Mr. Marion Roby
Harrisville Elementary School
Harrisville, West Virginia

Steps to Success in First Grade: Motivate, Measure, and Monitor

Best for: *Individual students in primary grades*

Implemented by: *Classroom teachers*

Description

Motivation is the key to learning how to read. The teacher and the child must have a firm belief in the child's ability to learn. Positive affirmations such as "I believe in you!" and "I am a confident learner!" begin on the first day of school. Reading skills are evaluated and an individualized plan of action is created for each child. We start where the child is, using a variety of teaching strategies. Growth is measured monthly. New goals are set. Progress is shown on each child's individual graph called "Steps to Success." This graph monitors vocabulary words and oral reading levels. The steps lead to success and second grade. The children are highly motivated because they have a clear vision of what they want to achieve. They can see their own personal growth in reading as they climb the steps.

And they can imagine taking all the steps to achieve success. Monthly progress reports are given to parents and the principal. Because discouragement is a roadblock to learning, we encourage and celebrate every small step along the way. The children are willing to work according to the plan, knowing that it will bring them a step closer to their goal.

Benefits

Every child has made tremendous progress. During the current school year, every child has reached grade level in oral reading (Level 18) and in vocabulary. The first graders have been highly motivated: "Please test me! I think I can climb up another step on my graph." Parents report that their children are happy and proud of their great accomplishment: "I can read!" Getting everyone on grade level in oral reading and vocabulary by the end of December has given us lots of freedom to work harder on comprehension and enjoy more art, music, and drama. The students and the teachers joyfully report that "school is fun!"

Robert W. Hansen
Jefferson Elementary School
Clovis, California

Take-Home Readers

Best for: *First- and second-grade readers*

Implemented by: *Teachers and librarian*

Description

Our first- and second-grade students know that they are readers. Parents of young readers requested ways to read with their children in texts that were not frustrating for both the parent and child. Our take-home book program was fully implemented to provide emergent to fluent readers with many opportunities to practice their strategies at the appropriate instructional level. The children wanted the chance to choose from many types of books and topics.

With initial funding from the PTO, we purchased individual copies of books at emergent to early fluent levels, which became part of

the library resources. We have made additions to this collection from community grants and the school budget a priority. Our collection has grown to more than 900 books. Library checkout frees the teachers to discuss books with students. The books are leveled according to the Reading Recovery levels used for classroom texts. They are stored in clear bags in ranges of levels so children can self-select books that meet their interests. The children have "Blue Ribbon" take-home bags as an incentive for reading and taking care of the books.

Special times are set up to allow circulation on a daily basis. Students may return books during their weekly library visit and during class time at their teacher's discretion. On two mornings each week, first and second graders have a "special time" when only they are allowed to arrive before school opens to return their book bags. Art and music teachers are on duty to assist children in selection and checkout. It is exciting to watch the interaction of students recommending books to others and discussing topics and types of reading.

Mary Hosking
Michael Kennedy Elementary School
Houston, Texas

Reading Intramurals

Best for: *Students in Grades K-4*

Implemented by: *Teachers, paraprofessionals, and volunteers*

Description

In 1994, we started serving breakfast at Lake Agassiz. We found we had some time between the time students finished eating and the time school started. We brainstormed what we could do and came up with the idea of Reading Intramurals.

Now, as soon as students finish eating they are escorted down to the Reading Intramural Room and are read to for 15 minutes. The students sign in as they come in and sit on the carpeted floor. Afternoon kindergarten students are read to in the media center 15 minutes before their session begins.

Every Friday names are drawn, and a book is given to the winner. Students who do not eat breakfast can come into the building and go to Reading Intramurals, too.

Our readers are parents, school staff, and community volunteers.

During our fall open house and any other events during the school year we ask parents to sign up to read.

Benefits

Students love to be read to, and we want to have them hear good literature. Supervision before school is always a concern, and this really solves that problem.

Parents feel great with being able to drop their children off and know they are having an additional academic experience. Parents like being able to volunteer to read to their children and their friends.

Teachers feel good knowing that their students get an extra boost by being read to before school starts.

Our business partnership likes to volunteer because it only takes 20 minutes of their time.

This program makes everyone a winner!

J. Sharon Gates
Lake Agassiz Elementary School
Grand Forks, North Dakota

Power Readers Prove Potent!

Best for: *Students in primary grades*

Implemented by: *Classroom teachers and library staff*

Description

Excited about their children's readiness to read independently but disappointed with the choices available for independent practice, our first-grade teachers went in search of appropriate, appealing reading material for these fledgling readers. Discussions with the librarian led to a look at the many "easy-to-read," "first-step," "on-your-own," and similar books that the library had and that publishers were rapidly producing. Teachers and librarian decided to pull

all of these books, shelve them together in one area of the library, and let first graders use them as practice and/or take-home readers. The books were dubbed "Power Readers" and given a colorful label to help children identify them. As the children became proficient enough to participate in the program, they selected a book from this section, read it, documented this via the teacher or parent, and (usually the next day) returned the book and got another one.

Orientation on procedures and on the child's selection of books at his or her level were conducted as students became participants in the program. By February, all first graders were participating and coming to the library daily to get empowering Power Readers.

Benefits

Power Readers expose beginning independent readers to real stories by recognized authors. They allow students to self-select their own reading material while requiring that they exercise metacognitive skills as they discriminate in choosing books that are on their level. Because there is much sharing/recommending of books among classmates, even young readers are involved in authentic discussions about books. Because most participants come to the library each day, they perceive the library as an accessible place that has much to offer them. The daily flow of on-level, appealing books the program provides to young readers helps build reading proficiency, fluency, and confidence.

Elayne Kuehn
Memorial Drive Elementary School
Houston, Texas

Multisensory methods.

(Photo courtesy of Centerville Kindergarten Village School, Centerville, Ohio.)

Story of the Week Reading Program

Best for: *Students in pre-K, kindergarten, and primary grades (1-3)*

Implemented by: *Teachers and individual students*

Description

The Story of the Week Reading Program uses whole-language, thematic, and multisensory methods to address curricular concepts in the areas of reading, language, science, social studies, social skills, and independent living. With this program, the teacher is able to meet the needs of different types of learners within the concept that is to be addressed; for example, a color, shape, or science concept. On Monday, the teacher reads the story to the class. Using a story chart, the children discuss the characters, setting, problems and solutions, and concept, including cooking, arts and crafts, drama, and games. Special-area teachers or therapists may also do related activities. Students frequently reread the story, find certain sight words within the story, find words that include identified letter sounds or combinations, and do writing activities that may include rebus stories, word lists, or original stories.

Benefits

Students are exposed to and practice a variety of objectives while experiencing fun and varied activities. They are able to make logical connections between reading and other curriculum areas. Students develop social skills by working together on projects and performances. Learners of different styles—auditory, visual, and kinesthetic—are all able to participate fully and benefit from the same group instruction. Reading skills, including vocabulary development, comprehension, phonetics, and sequencing, can all be addressed.

Sharon McMillan
The Midland School
North Branch, New Jersey

Reading Across the Curriculum

Best for: *Students in Grades 1-6*

Implemented by: *Classroom teachers*

Description

To make learning meaningful and authentic for students, reading is integrated throughout all content areas in interdisciplinary units of study that focus on connecting curricular knowledge to universal concepts, as well as character values.

Teachers select a content area, usually science or social studies, that is most grade appropriate for the universal concept (unity/diversity, systems/interdependence, limitations/interactions, change/continuity, cause/effect) they are studying. For example, under the concept of systems/interdependence, first graders may be learning about community workers, third graders may be investigating various ecosystems, and sixth graders may be examining economic systems and global interdependence. As they study and make generalizations about systems and interdependence, students deepen their understanding and appreciation for the values of cooperation, sharing, responsibility, and respect.

Throughout the unit, students are engaged in personal inquiry, higher-level thinking skills, and language skills (reading, writing, speaking, and listening). Music, art, and other curriculum areas are integrated naturally. Students are given choices as to the various types of independent or group projects they will produce and share with the rest of the class.

Benefits

Reading is meaningful and highly motivating as students seek answers to their own questions. In the process, students are applying reading skills (predicting, validating, questioning, visualizing, retelling, identifying main ideas/themes, evaluating, drawing conclusions, and making applications to their lives), engaging in various type of reading (content area, literature, fiction, nonfiction), and

accessing information from multiple sources—print and nonprint (video, CD-ROM, Internet). Students are also increasing their vocabulary, learning new concepts, expanding their base of knowledge, and broadening their interests.

Doreen Y. Higa
Momilani Elementary School
Pearl City, Hawaii

Reading 1, 2, 3

Best for: *Individual students in Grades 4-5*

Implemented by: *Trained teachers*

Description

For students to achieve reading at grade level and beyond requires a three-part program at our school. Because all students learn in their own unique way and at their own pace, our job is to teach every student using a variety of approaches.

The first and most basic approach is through intense questioning strategies to enable the students to engage in higher-level thinking. Each student is gently encouraged to reach beyond the obvious, to make validated inferences, to understand character motives, and to see connections to other literature and life.

The second part of our program remediates and accelerates readers at their own pace through the use of CCC computer software. Each student is gently encouraged to reach beyond the obvious, make validated inferences, understand character motives, and see connections to other literature and life.

Third, each student is required to read independently from an extensive list of Accelerated Reader books. They are assigned to read on or above their grade level any book of their choice on any topic. Time is allotted in class as well as on special reading days to create excitement for reading. When the book is completed, a short test is given to assess comprehension. Regular celebrations are held to recognize accomplishments in this program. Teachers also read dramatically to students from books on this list to tempt them to read.

Benefits

The three-part reading program builds better readers through interactive discussion in the classroom, remediation, acceleration through the computer programs, and independent exploration of available literature. As students participate in our program, teachers and parents report a greater interest in and excitement for reading quality literature. Those who have not been active, independent readers gain the skills and desire necessary to take a step toward becoming lifelong readers.

Jean Brassfield
Pershing Elementary School
Muskogee, Oklahoma

Reading Roundtable

Best for: *Students in Grades 1-5*

Implemented by: *Students, parents, and teachers*

Description

This great idea in reading is called Reading Roundtable, named to coordinate with our school theme of the Rossmoor Knights. It is most appropriate for primary and intermediate students, specifically students in Grades 1 through 5. The program, designed for pairs of students, is composed of an emerging reader and a more experienced one and is meant to occur in a "lab" setting under the supervision of a credentialed teacher. Implementation of this program involves students (about 60 at a time), classroom teachers, and parents of the participating students.

Reading Roundtable matches older and younger students in a tutorial setting designed specifically to strengthen and reinforce reading skills of primary children who are recommended for reading support by their classroom teachers. Upper-grade students are recruited to work in the program during their lunch free time each day for 7 weeks. Prior to meeting their tutees, older students receive approximately 8 hours of training from the school learning specialist on topics such as "ways to praise," "what to do if your student gets

stuck," and "how to introduce a book." The training and format of the daily 30-minute session is adapted from the Reading Recovery model. Using a wide variety of trade books from preprimer through second-grade reading level, tutors are responsible for helping their students read at least two books a day during the 7-week period. They are also responsible for keeping records of their tutee's progress and for communicating frequently with the learning specialist, who gives approval before increasing the reading level of the tutee's books. Parents of older students must give permission for their child to participate as a tutor, and parents of younger students must agree to work with their child each night.

Benefits

Since September 1994, 230 primary and 270 upper-grade students (about 30 pairs each session) have participated in Reading Roundtable. The program, combined with excellent classroom reading instruction, produces strong readers. An "average" primary student participant reads 135 books during the 7 weeks and gains three to five Reading Recovery book levels. In addition, 90% of participating students continue to read at or above grade level at the end of the fifth grade. Parent and teacher surveys completed after each session are always 100% positive. Other significant benefits are the gains made by the older students in responsibility and self-esteem and the "polishing" of their own reading skills.

Laurel Telfer
Rossmoor Elementary School
Los Alamitos, California

Preschool Library Program

Best for: *3- and 4-year-old preschoolers*

Implemented by: *Librarian*

Description

Many of our entering kindergartners are lacking in basic skills. As an outreach to our community, we offer a weekly half-hour Pre-

school Library Program. Each program begins with a greeting followed by a story, finger play, action rhyme, matching activity, and occasional craft.

When the preschoolers arrive, they find their name strip on the table. (They have progressed to recognizing their name in print.) The librarian holds up one strip at a time and as the preschooler recognizes his or her name, responds with "Good morning." The preschooler then tells what letter his or her name begins with and its sound. The letter is then located in the alphabet. This is followed by the ABC song and a short alphabet matching game.

Various mini-lessons have included colors, shapes, opposites, counting, sequencing, left/right, classifying, and the senses.

For our Easter week story, we read *Max's Chocolate Chicken*, had a match-the-egg game, made bunny ears, and had an egg hunt. The preschoolers found the table that had a basket with their name on the handle. Then they put the paper eggs only in their basket that had a letter of their name. They also got to pick up the jelly beans and cookie treats for their basket.

Benefits

Each of the programs follows the same format. Through this continuity the preschoolers become comfortable in the library setting. Painfully shy preschoolers who wouldn't join in can now say their name to check out their own book. The primary goal is to instill a love of books, from which we hope will develop a love of reading. By working on skills such as listening, visual and auditory discrimination, fine motor coordination, and concept of print, we have a group of preschoolers with exposure to early literacy and with readiness skills essential for future reading success.

Betsy Palmer
G. L. Scarselli Elementary School
Gardnerville, Nevada

Book buddies.

(Photo courtesy of Bowne-Munro Elementary School, East Brunswick, New Jersey.)

Multigrade Book Buddies

Best for: *Students in all grades*

Implemented by: *Teachers and students*

Description

A large percentage of kindergarten students enter school with little or no literacy background. In an effort to provide these students with more opportunities to listen to stories and books, Book Buddies was initiated. Selected kindergarten students were paired with a fourth-grade book buddy. The fourth-grade students were instructed in reading aloud, encouraging participation, listening strategies, and tracking print.

Book Buddies met three times a week for 20 minutes. Appropriate emergent literature books were shared with their buddy, and fourth-grade students in turn shared a book with the kindergarten student. Following the "buddy reading" time, fourth graders reflected in a journal on the time spent with their buddy. As the kindergarten students reading improved, the fourth-grade buddies shared in the excitement, often asking the teacher to "listen to my buddy read! He can read it all by himself."

Benefits

Book Buddies provided the fourth-grade students with a purpose for reading and improved their self-esteem. The kindergarten students received additional exposure to literature while improving listening and thinking skills. All students involved benefited in the areas of reading and writing.

Kerry Laster
Shreve Island Elementary School
Shreveport, Louisiana

Teaching Literary Analysis to Intermediate-Grade Students

Best for: *All students in intermediate-grade classrooms, particularly Grades 5-6*

Implemented by: *Teachers*

Description

Our school recognizes that movement beyond the levels of recall and comprehension is important for the formation and nurturing of higher-level critical and creative thinking skills. Additionally, a conscious effort to address multiple intelligence is crucial to stimulate all types of learners. Toward these goals, Patricia Sullivan, fifth-grade teacher and national certified trainer for Project Success Enrichment (PSE), employed PSE literary analysis strategies and techniques promoting multiple intelligence to introduce her students to the concepts of theme, moral, conflict, setting, plot, protagonist/antagonist, and character education.

In late October and early November, short but quality works of children's literature were read aloud (*The Widow's Broom* by Van Allsburg, *The Rag Coat* by Mills, and *Something From Nothing* by Gilman), each seemingly very different on the surface, but each with an emerging theme of thanksgiving. Using class discussions, cooperative learning, triple Venn diagrams, and personality trait matrices, Sullivan was able to elicit from pupils the similarities and differences in theme, moral, conflict, personality traits, and protagonistic and antagonistic characters and ideas. Students then used their notes, diagrams, and matrices to compose paragraphs detailing the aspects of the three books and to participate in small- and large-group discussions.

Benefits

This 2-week lesson proved to be a channel for ensuring success, especially for reluctant readers. It was exciting to see small children

using and understanding "big kid" terminology; their self-esteem and pride in their learning were self-evident! It was rewarding to witness 10-year-olds venturing into the realm of abstract thought by discovering that the antagonist in Gilman's book was not a character, but rather the passage of time. Students have since demonstrated mastery of literary analysis as they discuss and write about novels they read. They have internalized concepts they will not soon forget!

Janet P. Murray
St. Ignatius Catholic School
Mobile, Alabama

Express yourself.

(Photo courtesy of Liz Agee, Lonnie B. Nelson Elementary School, Columbia, South Carolina.)

Reading and Technology

Best for: *Individual or grouped students in Grades 2-8*

Implemented by: *Trained teachers and technology instructor*

Description

To encourage a love of reading and to engage students in activities in which reading is fundamental, St. Peter's School staff initiated a program to integrate subject matter with technology. This program allows students to explore, express creativity, and communicate through a variety of technological means. Reading facilitates such a program and is an integral part of every step in the process.

The topics that formed the program were those covered in other subject areas and were suggested by classroom teachers for extended study in the computer lab. The use of Encarta, Internet, trade books, and biographies was the springboard for a variety of projects. Science students studied biomes and presented elaborate "HyperStudio" projects on biomes of the world based on the teacher's criteria. Music students used the "Multimedia Workshop" to explore a variety of musical styles and to make a presentation containing historical highlights, musical selections, and information about artists. Sixth graders also used the "Multimedia Workshop" to develop a multimedia promotional tool for a local outdoor school that fosters hands-on learning in a natural environment. On the topic of Alaska, second graders prepared personal journals and were able to weave research with creative writing through the use of "Kid's Works Deluxe."

Benefits

The integration of curricular topics, technology, and the reading/writing process produces an effective holistic learning experience. A high level of interest was observed in the students as they came to the computer lab eager to create their multimedia projects. Using this program, students are actively involved in reading as a natural part of the process of creating the entire project. Reading is experienced in relationship with other content areas rather than in isolation. Students realize the importance of reading to accomplish

their goals, and excitement is generated as students share what they have learned with others.

James R. Smith
St. Peter's Elementary School
Mansfield, Ohio

Commitment to Early Literacy

Best for: *Students in primary classrooms*

Implemented by: *Trained teachers*

Description

How can we improve the effectiveness of reading instruction for primary learners? Reading Recovery offers intensive intervention for the most needy beginning readers, but other students also need a jump-start to become competent, confident readers. Our solution was to train K-2 classroom teachers to use the strategies of Reading Recovery in the classroom setting.

Over the course of 2 years, all K-2 teachers participated in district training, and attended workshops to gain information about how children learn to read and research-based instructional techniques. The commitment to early literacy by all primary teachers created a network for teachers and a literacy culture in the school. Although the emphasis was on early literacy instruction, schoolwide goals focused on assessing and teaching at the appropriate level and increasing the availability of books at all levels.

Immediately, primary classes were structured to offer a balanced day that included

- Daily reading, writing, and oral language instruction
- Phonemic awareness and explicit phonics
- Whole-group instruction, small-group instruction, and independent centers

- Assessment-driven instruction based on analysis of running records
- Daily guided reading at the appropriate level
- Language arts instruction interwoven throughout the day across all subjects

Specific instructional practices that develop independent problem-solving readers and writers are

- Word wall
- Making words
- Interactive writing
- Word analogies
- Development of concepts of print in kindergarten
- Daily practice with leveled book baskets or partner reading

Benefits

Training classroom teachers to use effective early literacy strategies benefited teachers and students. Teachers collaborated to develop and share ideas or materials that worked. All available resources were used to increase the abundance of books at all levels, especially for beginning readers. Students enjoyed consistent instructional language and procedures from grade to grade. Instruction focused on the learner and his or her needs rather than the material being used. Although specific data are not available, teachers note that for the past 2 years children are entering the next grade better prepared. They read at a higher level with more strategies, and they write with more detail, expressive language, and correct conventions and spelling than in years past.

Commitment to early literacy instruction, consistent effective practices, and continuous assessment have improved language arts skills among our primary students.

Marie Bairey
Sonoma Elementary School
Modesto, California

Puppet Phonics

Best for: *Primary grades in teaching phonics*

Implemented by: *Classroom teachers*

Description

Puppet Phonics (by Terrie Frantz, second-grade teacher at the Hebrew Academy of Huntington Beach) incorporates large animal puppets and large monsterlike marionettes to teach phonics. Using the puppets, the teacher creates new ways of presenting vowels, combinations of letters, blends, and so on.

Stories used to make the puppets "speak" are extremely ridiculous and humorous. These two characteristics create a lasting memory of the sounds.

Stories are repeated daily before reading, choosing a puppet whose vowel or blended sound will be necessary for the story of the day. Starting with the basic vowel sounds and proceeding through a normal sequence of single sounds to more complex blends of sounds, students build their skills.

Students become involved with the silly stories the puppets tell. For example: Goofy and Henry are twin puppets who help Izzy Lizzy (the vowel "I") get over her fear of the night by standing next to her and giving sight with a bright light at night, which gives her might not fright to be all right and not uptight.

Naturally, Goofy and Henry also enjoy being silent in words and sometimes provide an "I" sound—depending on the phonics lesson.

Puppets become such good friends that children are permitted to take them home to share the stories with their parents, reinforcing the lessons learned in school.

Benefits

Repetition of the sounds in memorable stories provides students with a new and different way of becoming familiar with the various blends of vowels and consonants. The puppets are particularly at home in the second-grade classroom where the basic sounds of single letters have presumably been mastered in first grade and students are now ready to tackle the more difficult combinations of letters.

Parents report real excitement when students have an opportunity to show them how much they and the puppets know about phonics when the puppets come home with students. The puppets in this case are a welcome public relations tool, too!

Cinda Russell
Hebrew Academy
Huntington Beach, California

Reading Mentors

Best for: *Individual students in primary classrooms*

Implemented by: *Reading and classroom teachers and faculty student council adviser*

Description

In January of this year, we began an intensive schedule of training and reflection meetings. During this time, fourth-, fifth-, and sixth-grade mentors were taught reading strategies and practical suggestions to use with their first-, second-, and third-grade students. The upper-level mentor was paired with a lower-grade-level student according to specific reading levels, interests, and personalities. With this careful planning, trusting and effective relationships developed. Once this rapport was established and the training was completed, the magic began: Struggling students became involved in fun and effective reading practice.

Benefits

The addition of this reading mentoring program has most definitely added to our school's success story. For example, during the 1997-1998 school year, 34 third-grade students received remedial reading services. On the May 1998 New York state reading prep, 94% earned a passing score. Also, several second-grade students have shown dramatic reading improvement. Specifically, Kiera was reading at 1.5 grade level in December 1997 and improved in May 1998 to a 3.0 reading level! Along the same lines, Dominique was reading on a 1.5 level in December 1997 and in May tested to a 3.2 reading

level! (It is important to note that these second-grade students were paired with mentors in January.)

These reading mentors put forth an increased amount of effort and commitment in helping these younger students become better readers. (Some gave up lunch recess and special periods to meet with their young mentor buddies.)

It is clear that this reading mentoring program not only is effective in increasing reading levels but helps to form genuine student relationships and responsibilities that otherwise would not have developed.

Rachelle M. Salerno
Thomas O'Brien Academy of Science and Technology
Albany, New York

Visualization to Enhance Reading Comprehension

Best for: *Individual students in primary classrooms*

Implemented by: *Trained teachers and aides*

Description

Often, success in reading is measured by a student's ability to decode the text. However, a better measure of reading competence would be, "Do they understand the text?" Although fluency is important, comprehension is the most important reading goal.

Many studies conclude that comprehension must go hand-in-hand with associations to the text. Comprehension "is not a purely verbal process; for the written symbols to have meaning, they must be associated with the objects, actions, and qualities they represent." Some years ago, Joel R. Levin (coeditor, with V. L. Allen, of *Cognitive Learning in Children: Theories and Strategies*, Academic Press, 1976) conducted an experiment with students. "One group of these students was told to read a story and imagine a picture for each sentence that was read. The second group read the same story but without imagining pictures. The students who visualized images to go with the sentences scored forty percent higher on reading comprehension."

Because comprehension is paramount to success in reading, we look for ways to increase this skill in our students. One way to accomplish this is to have the students illustrate the stories they have just read. For the younger students, we create response journals where students respond to the classroom literature. Students first draw a picture of the story about their observations, experiences, and so forth. Older students illustrate the main idea of the story or the part they liked best.

Benefits

The use of visualization to enhance reading comprehension demonstrates an irresistible way to get students personally involved with this skill. When students involve themselves in reading, they open opportunities for us to use those "teachable" moments. In Bloom's taxonomy, personal experience is at the top with respect to "true" learning. The use of illustration for enhanced reading comprehension is but one way to foster personal experiences to literature. However, we find it to be one of the best ways. With new connections to reading comes an increased interest in linking up life experiences with school experiences. These connections make for not only a more well-rounded student but a more well-rounded human. After all, as the saying goes, "A picture is worth a thousand words."

Betty Ann Courtney and Sherry Steen
Valley View Elementary School
Austin, Texas

Pick a theme for your school.

(Photo courtesy of Katherine Barton, Oak Grove Middle School, Oak Grove, Missouri.)

Involving Everyone in the School

"Hand-in-Hand We Can Change the World!"

Best for: *Students in all elementary grades*

Implemented by: *The entire school is involved with the program's implementation. Planning for the program originates with our "Dream Team," who develops our schoolwide and grade-level themes for each school year.*

Description

"Hand-in-Hand We Can Change the World!" is Bethel's schoolwide theme. This theme serves as a focus for all that we plan for the school year. Each grade level has a theme and service project related to the schoolwide theme. This is in addition to our schoolwide projects.

The philosophy of working cooperatively as a school is integrated throughout our instructional program. Reading and writing are intertwined life skills that comprise the language arts area. You cannot teach one without the other.

Two of our instructional activities include our schoolwide Writing Day and Bethel Scramble. Our schoolwide Writing Day may focus on one of our grade-level themes or on other motivational topics. A story starter is presented to all of our students and teachers, and they write the rest of the story. At one time, the footprints of each grade level's "mascot" appeared in the hall of the school. After discovering the prints, the children were prompted to write, "What happened?" These stories were then read in class. Our Bethel Scramble

involves all staff members, teaching and nonteaching, "scrambling" to other grade-level classes to share a book with the students.

Benefits

The life skills of reading and writing are integrated with our schoolwide and grade-level themes. Learning becomes relevant and meaningful. The children see the connection between reading and writing through the schoolwide Writing Day.

Bethel's Scramble provides positive role models and produces the biggest benefit. By working together as a school family, relationships are firmly established. A nurturing environment exists so that our children take risks with their learning. The enthusiasm we see daily reinforces the importance of a love of learning. We truly believe that "Hand-in-Hand We Can Change the World!"

Katherine H. Howard
Bethel Elementary School
Simpsonville, South Carolina

Schoolwide Reading Program

Best for: *Individual students in preschool through eighth grades*

Implemented by: *Teachers and parents*

Description

Our school has developed a yearlong (September-June), schoolwide reading program that incorporates family involvement, comprehension questions, and friendly competition.

Each child in our school is assigned by the teacher to the blue, red, or yellow reading team. To certify the number of books read by each child, students submit verification forms signed by their parents. On the verification form, students list the names of five books read and the total number of pages. Students are encouraged to continuously bring in reading forms throughout the year. We translate the number of pages read into book equivalents: Kindergarten to Grade 2, 25 pages equals one book; Grades 3 to 5, 50 pages equals one book; Grades 6 to 8, 75 pages equals one book.

After each book is read, parents are required to ask two comprehension questions. The school provides each family with suggested comprehension questions, which can be applied to any book. Sample questions include: "What would be another possible title for your book?" "What are three things that happen in the book?" "What event came first, second, and then third?"

The progress of each reading team is monitored throughout the year. We cheer on each of the reading teams throughout the year to help maintain enthusiasm. The total number of books read by each team is regularly tabulated and posted for all to see on our colorful reading mural in the lunchroom.

At the end of the year, the number of books read by each child is placed on the student's report card, as well as the book equivalent average for the class. Parents can then monitor the number of books read by their child in relation to the norm by the class.

Benefits

We emphasize with parents that there is no better way to encourage student achievement than by reading. A great benefit of the program is parental involvement. Books read to children by parents in grades preschool through second count in the contest and are included on the verification form. Parents also are engaged with students because of the requirement of asking comprehensive questions. Our experience is that the reading program, especially for elementary students, has provided an incredible incentive for reading. Books that are read over the summer from the school's official reading list are eligible to count toward the next year's reading program. The reading program has fostered a positive climate of reading in our school. We make a big deal about the top reader in each class, regardless of which team they are on, and we publish their picture in the local newspaper. In 1996-1997, our 490 students read 36,494 book equivalents and 88% of our students were at or above grade level in total reading as measured by our spring 1997 Stanford Achievement Testing.

Robert H. Tennies
Boca Raton Christian School
Boca Raton, Florida

Reading Incentive Program

Best for: *Students in all elementary grades*

Implemented by: *All teachers*

Description

The Reading Incentive Program, in its ninth year, celebrates and reinforces reading for all students who participate in the 3-month-long program.

The Reading Incentive kick-off begins with a schoolwide reading rally. The assembly introduces the theme for the year. Themes have included, for example, Exploring New Worlds, Camp Read-a-Lot, and Blast Off With Books. The staff and students perform skits, sing songs, and do readings to excite the students about reading. The process of the program, including the game board, is explained.

Kindergarten through first-grade students are encouraged to read 15 extra minutes per night; second- and third-grade students are encouraged to read 20 minutes extra; and fifth- and sixth-grade (and staff) read 30 minutes extra per night. Parents or other caregivers sign each student's game board as the student completes each block of reading. Staff members post theirs to share as well. Students receive a new game board each month to record their nightly reading. They color in one space for each night. They are allowed to miss 8 days during the month and still qualify for a prize. Prizes may include free movies or swim center passes, McDonald's coupons, or other certificates donated by local businesses. Also, students receive other thematic prizes such as pencils, bookmarks, and erasers. The culminating prize for those students who turn in a completed game board for 3 months is a book of their choice.

The culminating event for students who participate for the 3 months is Friday Night Prime Time. Friday Night Prime Time varies for the different grade levels. Kindergarten through second-grade students and parents have an activity and reading evening. Students rotate through activities such as creative dramatics, T-shirt fish printing, stargazing, storytelling, beach ball volleyball, and other relays. Most important, between each activity, students disperse to various classrooms to listen to staff and parents read stories and to partake of a healthy snack. Third and fourth graders enjoy a sleep-over at

school after an evening of energetic activities and stories. Fifth and sixth graders spend an evening at the swim center with staff members. Students learn to dive and hone swimming abilities through the various relays that earn them books.

Each year, the reading specialist and the staff gather to brainstorm new ways to enhance Meneley's literacy program. This year, a Family Reading Evening was added. Family Reading Evening includes various hands-on activities to assist parents in knowing ways to strengthen their child's love for reading. Teachers and community members share in literacy activities such as felt-board stories, puppet making, book projects, sing-alongs, storytelling, read-alouds, computer reading and writing activities, big books, and pattern books. Family Reading Evening was held in conjunction with our Book Fair. Teachers gave book talks and assisted parents in selecting books.

Pauline Moley
C. C. Meneley Elementary School
Gardnerville, Nevada

Reader's Workshop

Best for: *Students in Grades K-6*

Implemented by: *Individual students, teachers, administrators, parents, and volunteers*

Description

At Center School, we are especially proud of our language arts program. For the past few years, we have been researching and implementing Reader's Workshop. This approach, which was taught to us by Lucy Calkins and her staff at Teachers College of Columbia University, has at its core individualized reading for each student in the class each day. The goal of this approach is to encourage our children to become highly competent, lifelong readers who initiate reading and construct meaning. Because this is an individualized approach, each child reads at the child's own level and progresses at his or her own pace; however, it is the responsibility of the teacher to closely monitor and assess the child's progress. At the heart of this is independent reading. Partner reading, book shares, read alouds,

children making appropriate book choices, reading each night at home, and quality assessment are additional components used to build the literate community.

Our language arts coordinator, who is integral to the success of this philosophy, initiated connections with Lucy Calkins of Columbia University. Lucy and her staff spent several days inservicing our staff during the summer and school year.

Benefits

We are extremely proud of our Reader's Workshop. The reactions from children in terms of their enjoyment of reading has skyrocketed. We have created lifelong readers in our school's literate community. Our Connecticut Mastery Test scores have risen greatly in the area of reading, and our D.R.P. scores in Grades 2 and 3 have risen accordingly. The parents have expressed a high level of support for the approach as they experience their children reading at levels the children had never before achieved. We are thrilled with the enthusiasm of the children for reading, which they consider fun and exciting.

Andrienne Longobucco
The Center School
Litchfield, Connecticut

International Week

Best for: *Students in Grades K-8*

Implemented by: *Entire school and parents*

Description

International Week is a series of both classroom and schoolwide activities that highlight specific countries. The initial steps involve scheduling, recruiting volunteers, getting teacher acceptance, and providing training. During International Week, we ask parents to assist with schoolwide decorations, help classroom teachers, or volunteer their expertise on a country. Our teachers have responded positively to this thematic event, with each grade level adopting a different country. International Week is designed to be multidiscipli-

nary and culminate in a presentation for other classes. For example, in math the currency, demographics, climate, and measurement systems of the country selected could be highlighted. Excellent literature and AV support will be within the easy grasp of any librarian. Language arts might revolve around letter writing and creative writing projects. Our students have written their own plays and puppet shows. The students dress in native costumes, sing songs of the country, describe what they have learned, and often share food they have prepared.

Principal support would include payments for teacher resources (food, crafts, etc.), scheduling of presentations, schoolwide assemblies, and decorations. We often use flags of different countries for decorations. Large globes (16-foot diameter) are available and we even brought in a hot air balloon that was painted like the globe.

Benefits

Students and teachers are excited about the learning that occurs as a result of a schoolwide theme. Parents provide extra help and are very complimentary about the efforts. Students are more aware of the needs of people in other parts of our world. They also have a better understanding of geography, customs, religions, and cultural distinctives.

R. Mark Beadle
Cincinnati Hills Christian Academy
Cincinnati, Ohio

Effective Schoolwide Reading Improvement

Best for: *Students in Grades K-5*

Implemented by: *Teachers, staff, and parents*

Description

Language arts instruction is the cornerstone of our curriculum. Teachers, staff, peers, and parents are all viewed as teachers of reading at Diplomat Elementary School. Special area teachers and other staff

members teach reading during a block scheduling time. Students are empowered to select reading materials that suit their own interests, needs, and purposes. Decoding and comprehension skills are taught through the use of themes, basal texts, and literature. At the same time, effective skill instruction takes place in each classroom. Our schoolwide theme offers activities that foster reading and writing in the areas of social studies, science, health and mathematics. It includes a home-school reading program titled Parents as Reading Partners (PARP). In addition, a computerized reading management program supports and builds reading confidence through independent reading, fostering a love for literature. Students assess and monitor their growth and progress through computer-generated tests and individual reports. All of our students in Grades 1-5 participate in this program. During the 1997-1998 school year, Diplomat students read over 12,000 books and scored an average of 85% on comprehension. Our total reading program is highly motivation because it invites children to make reading choices, set and achieve personal goals, and become lifelong readers.

Benefits

As a result of implementing the computer-managed assessment, PARP, and theme activities that encourage reading, standardized test results have shown improvement. Student scores in reading comprehension rose significantly when compared with prior years. Teachers at all grade levels spent the first instructional hour of the day on language arts instruction. This time included direct instruction, sustained silent reading, and small-group work. Throughout the year, as students met their goals, they were rewarded and featured on the morning news. This keeps the motivation high. When we saw children choosing reading over recess activities, we knew that our reading program had turned our students into lifelong readers.

Linda L. Caruso
Diplomat Elementary School
Cape Coral, Florida

Reading at the Core

Best for: *Students in all elementary grades*

Implemented by: *Faculty and staff*

Description

The first goal of Eastside's School Improvement Plan places reading at the core of learning with a systematic, balanced approach using basal readers, phonics instruction, quality literature, and several innovative programs. Traditional strategies enhanced by technology-based methods provide the building blocks for a foundation in language arts. Science, social studies, and other subject area concepts and skills are introduced in reading thematic units and reinforced through hands-on activities. Discipline-based arts instruction enhances and supports the language arts curriculum, increases critical thinking skills, and adds enriching cultural experiences. Choral reading, reader's theater, dramatic play, and oral reports foster creative expression and increase pleasure in reading and oral communication. Flexible grouping and reduced class size provide for individual needs.

Accelerated Reader, a motivational program for comprehension and vocabulary improvement, allows students to accumulate highly prized points through computer assessment. Cross-grade-level pairing of students as book buddies and DEAR (Drop Everything and Read), a 20-minute schoolwide silent reading program, increase reading time and enjoyment.

Writing processes across the curriculum emphasize their connection to the real world. Journal writing and Wee Deliver, an in-school postal system, encourage writing with purpose.

Internet research for information and theme-related writing is integral to the program.

Benefits

Eastside's self-assessment, goal setting, desire for improved student reading, and affiliation with the League of Professional Schools

during the past 3 years have been the impetus for a schoolwide transformation leading to student gains in reading and overall school improvement. Forty-seven percent of third- and fifth-grade students scored at or above the quality performance level on the state Curriculum Based Assessment (CBA). Writing results for Grade 5 reveal a continuous increase in the percentage of students scoring in the advanced writing stages on the CBA. Most students participate in the Accelerated Reader program and regularly check books out of the school media center. A recent Family Night in the Library brought more than 300 students and parents to the school for an evening of reading and literature-based programs. An exciting school atmosphere at Eastside revolves around reading.

Elizabeth White
Eastside Elementary School
Douglas, Georgia

B.M.W. (Be a reader, Mull it over, Write about it)

Best for: *Students in all middle school grades*

Implemented by: *Staff and business partner*

Description

B.M.W. (Be a reader, Mull it over, Write about it) is a new type of silent reading program, replacing the well-worn SSR. It is a total school event, allowing students and staff a time to read for pleasure (about 25 minutes), to think about what was read (3-5 minutes), and to write (or diagram) a summary and response to the reading. Often students and staff will share what was written or drawn. Students have a "B.M.W. journal" to use each week. Staff members remind students of a reading skill to try during "start your engines" time as students get set up for B.M.W.

Every classroom and office area shuts down for the 40 minutes of B.M.W. time, and all locations have huge B.M.W. posters on walls (donated by our business partner—a local dealership). This business

partner brought a B.M.W. convertible for our first day and donates prizes, which are given away two times a year through a drawing. Each week students rec ive blue ribbon/B.M.W. raffle tickets for being prepared and making a super effort during B.M.W. time.

Benefits

Because B.M.W. is a new idea, fun and relevant, students and staff enjoy it. Staff model the importance of reading for pleasure and remind students of reading strategies, and students get practice and reinforcement of skills. Students get to read in a variety of settings. For many students, this is the only sustained time for reading what they choose. Time is actually set aside for thinking and writing about what was read, thus ensuring better understanding and retention. Being able to write, draw, or speak allows for use of multiple intelligence. Business and schools have formed a partnership to help students become better learners.

Steven J. Cohen
Mary L. Flood Middle School
Englewood, Colorado

A Sense of Community

Best for: *Students in all elementary grades*

Implemented by: *Principal and all school staff*

Description

Our school's goal of building a sense of community among all students, teachers, staff, and volunteers expanded this year. It became a natural way for us to emphasize our school as a community of readers as well. We looked for opportunities to have the children's classroom reading experiences spill over into the broader community.

As the year started, each child and adult in the school wrote a short statement that expressed our hopes and dreams for Glenridge School. Our morning announcements always end with one of us

sharing the hopes we have written. It takes only a minute, but it helps set the tone for the day.

Once a month, all the students and teachers have a multiage team meeting that consists of two or three children from each grade level. This same team has fun participating in community-building games. For the first time this year, we included a time when each child shared his or her favorite book and had time to read to a team member from another class. They were an enthusiastic audience for one another.

Throughout the building during the day, struggling readers or children who don't have many opportunities outside of school to read have a significant adult from the staff who listens to them read and plays a consistent and supporting role. Older adults from our community have now joined us to provide faithful individual reading and T.L.C. to those children at least once a week.

Benefits

Our Sense of Community focus has helped us embrace the commitment that all children can read and provides the students with some compelling reasons for doing so. Watching a little first grader listen raptly to an older student who may not excel in the eyes of his own classmates is a priceless moment for a teacher. The ripple effect of having more appreciative audiences for a reader also helps that child in turn reach out to another.

Integrating our reasons to read into the whole school community and finding ways to provide strong positive responses from other students, the school nurse, the cafeteria worker, and the OASIS volunteer, all reflect how much we value the love of reading and each member of our Glenridge family.

Laura DuPont
Glenridge Elementary School
Clayton, Missouri

First Steps

Best for: *Teachers in Grades K-7*

Implemented by: *Trained teachers in Grades K-5*

Description

In the past 20 years, we have learned many things about how children learn to read. Much of what we now know has caused us to question our traditional approaches to the way we deliver reading instruction to children. Three years ago, the teachers at Hartwood Elementary School recognized the need to reconsider our basic approach to how we structure and deliver instruction in reading. As a group of adult learners, we analyzed what already existed in terms of what we expected of children as they progressed through the school and how we measured their progress. After working with and analyzing this information over the course of a year, we discovered a resource called First Steps.

First Steps is a developed reading continuum that provides a structure for teachers to analyze the reading development of each child and then design instruction based on the unique needs of learners at that developmental level. Over the course of the past two years, teachers have engaged in formal training and "trial and error" learning as they have challenged themselves to provide more effective, assessment-based reading instruction.

Benefits

The use of the developmental continuum has enabled teachers to effectively plan and deliver instruction to children at various stages of reading development. The staff has become unified in its understanding of reading instruction across grade levels, and we have achieved a level of consistency not previously seen in our school. The continuum is also becoming an effective tool for communicating progress to parents and helping them identify ways they can help their child learn to read.

Ronald J. Koremich
Hartwood Elementary School
Pittsburgh, Pennsylvania

Literary Day Parade

Best for: *Students in all elementary grades*

Implemented by: *Faculty, staff, and students*

Description

During the past 7 years, the reading program at Hillview Intermediate Center has moved from a textbook- to a literature-based approach. Students are reading entire novels, works of nonfiction, and poetry to develop skills in plot development, comprehension, and character analysis.

One way our reading program is extended and enriched is through our annual Literary Day Parade. In lieu of the traditional Halloween parades of witches, pirates, and vampires, our students dress as characters from, or authors of, their favorite books. Students and teachers alike participate, as "Mary Poppins," "Tom Sawyer," and "Pippi Longstocking" join other characters in a parade through our nearby senior citizen high-rise and skilled nursing care facility. Elderly residents of each center look forward to the yearly event.

In preparation for choosing characters, individual teachers pursue a variety of ideas. Students in sixth-grade classrooms read biographies and dressed as the characters. In addition, these students gave oral presentations in class as if they were famous people. A proposed activity for future Literary Days is an author workshop conducted via closed-circuit TV by an established author. As one can see, the possible activities for this theme are limited only by one's creativity!

Benefits

The Literary Day Parade helps to bring books alive for children. By assuming the roles of characters and authors with whom the student has made a connection, a child's love of literature is further solidified.

Literary Day costs little, but the benefits to the students and elderly residents of the parade route are inestimable. The students' enjoyment of this activity is heightened by the smiles, handshakes, and words of praise they receive along the way. Our students and

staff are building bridges of communication and sharing that ultimately lead to a sense of a "school/town" community.

Richard Bonnar
Hillview Intermediate Center
Grove City, Pennsylvania

Summer Reading Challenge

Best for: *Students in all elementary grades*

Implemented by: *Students, mentor, and parents*

Description

Students returning to school after the summer break had difficulty in getting their skills back to their peak performance. This was especially true of low-performing students. During the summer, Irmo Elementary used the U.S. Department of Education's Read*Write*Now program. Students are expected to read 30 minutes per day, 5 days per week. Students in Grades 3 through 5 are expected to maintain a log of 30 minutes of writing 5 days per week and a list of vocabulary words. Students are also expected to complete reading of at least 10 books on the suggested list. Students can read these books or have the books read to them by their mentor/adult. The logs, lists of books, library assembly, and book sale are conducted in May. In September the principal visits each classroom and awards each student who meets the summer challenge with a special T-shirt, which reads "I Met the Summer Reading Challenge at Irmo Elementary School 1997."

We contacted our local library about conducting an assembly. This program told about various activities at the library for the summer. They also provided bookmarks for the students to take home with them. The librarian also shared a storytelling experience with the primary- and elementary-age students with age-appropriate stories. This age-appropriate story generated enthusiasm for student attendance at the library during the summer.

Just prior to this assembly, our teachers had created a suggested reading list for the summer. This reading list was composed of Newbery, Caldecott, and other award-winning books. This list also

reflected our district's predeveloped suggestions for summer reading. A local bookstore volunteered to bring these books into the Media Center to sell before, during, and after school hours. The profits of this book sale are used to invest back into student incentives and to purchase books for needy students.

Benefits

Students reading daily during the summer months helped to maintain their fluency level when they returned in the fall. By giving out lists of suggested readings by grade level, it helped parents and students know which types of books were grade-level appropriate.

The assembly program by the local library introduced our students to special opportunities for literacy at no cost. This excitement also increased participation at the summer literacy programs.

The incentive of giving T-shirts to students who meet the Summer Reading Challenge has become quite competitive. Each year the logo remains the same except for the year, and by using different colors of the shirts each year, students have begun to take a healthy pride in meeting the reading challenge each summer.

James Shirley
Irmo Elementary School
Irmo, South Carolina

Bringing characters to life.

(Photo courtesy of Liz Agee, Lonnie B. Nelson Elementary School, Columbia, South Carolina.)

Books Come Alive!

Best for: *Students in all elementary grades*

Implemented by: *Classroom teachers, aides, and school staff*

Description

Turn to the next story in your reading book? Not at Midland Trail! Our students are surrounded by classic children's literature. Ten years ago, several teachers approached the principal with ideas and research to back up a literature-based reading program.

Teachers bring books alive for students through special activities as well as everyday efforts. A 6-foot-high cardboard Cat-in-the-Hat greeted students on Dr. Seuss's birthday. Students were giggling to the rhymes of *Horton Hears a Who* and *Yertle the Turtle*, and accessing a Dr. Seuss Web site. Even the cooks wore tall, striped hats as they served a "Green Eggs and Ham" breakfast.

Our sixth graders launched into a unit on World War II by reading *The Diary of Anne Frank*. Groups of students read and shared different novels to understand the era.

Students are encouraged to learn about authors. They send letters to their favorites, and several have visited the school, including Cheryl Ware, author of *Flea Circus Summer*. Our students went to hear Phyllis Naylor, a West Virginian, who wrote *Shiloh*. Sixth-grade students nearly missed the bus one day when they received a reply from an author and refused to leave until it was read!

Benefits

We teach our kids to be lifelong learners and lovers of books. Instead of reaching for standard textbooks, our students connect to the world of literature while learning language arts skills. Last year, Midland Trail students read more than 14,000 books, surpassing their goal of 10,000, and our principal kept her promise to read to the whole student body—from the roof of the school! All this from a school of 160 kids.

For the third year in a row, Midland Trail received the state School of Readers award. This year, we were 1 of only 26 schools in the United States and Canada to win the International Reading Associa-

tion's Exemplary Reading award. More important, our students' test scores and achievement have increased. We know we are successful when traveling bookmobile workers tell us they are impressed when even our young children request specific authors by name.

Joyce Embry
Midland Trail Elementary School
Belle, West Virginia

Instruction in Higher-Order Thinking Skills (HOTS) Improves Critical Reading Skills Across the Curriculum

Best for: *Students in all elementary grades*

Implemented by: *Trained teachers and students*

Description

Through continuous observations, we noted an essential need to further strengthen critical reading skills across the curriculum. After researching well-established educational philosophies, Benjamin Bloom's taxonomy of educational objectives was deemed the best route to pursue. This model involves learning experiences that encourage six levels of thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Teachers received inservice training on implementing these higher-order thinking skills throughout the curriculum. They created teacher-made assessments that would be used in classroom instruction and incorporated into subject area test banks. Alternative assessments and classroom questioning techniques were enhanced through the use of these critical thinking skills.

Students become familiar with the levels of Bloom's taxonomy that are required of their assessments through a coding system. They are also made aware of the levels of thinking through a Bloom's Taxonomy Chart displayed in the classroom and through student work displayed throughout the school. Grade levels have designated areas around the school in which they can display student work that is labeled with the educational objective and level of thinking used.

Benefits

The inclusion of higher-order thinking skills across the curriculum has not only increased students' critical reading skills but also improved comprehension. Students' writing abilities have expanded as they respond to assessments using higher levels of thinking. Our achievement test scores have also risen dramatically, making our school a model school. Thus, we have provided numerous Higher-Order Thinking Skills (HOTS) workshops for teachers as well as welcomed school visitors to examine how we have implemented Bloom's taxonomy across the curriculum and how it has affected our total school climate. This gives us a complete evaluation of the overall success of the implementation of our HOTS program schoolwide. We highly recommend that your school revisit Benjamin Bloom and his taxonomy of educational objectives. It will make a dramatic impact on your students' critical reading and thinking abilities.

Mrs. Charlie Davis Waller
Pauline O'Rourke Elementary School
Mobile, Alabama

Vocabulary Development Program

Best for: *Students in Grade K-5 classrooms*

Implemented by: *Trained teachers and aides*

Description

Reading success is a great indicator of future career success. Therefore, Patapsco has embarked on a course of initiatives to boost reading achievement and reading appreciation.

Using data from standardized tests, teacher-made skill-based tests, and teacher observation, an aggressive campaign to implement additional sight works/vocabulary development and phonemic awareness strategies was put in place.

Each teacher has a daily sight work routine. This routine includes schoolwide activities such as Sight Word Bingo and writing using the

many words of the Bingo game. Each student on a daily basis uses a copy of the 220 Kucera Francis Briscoe sight word list. The sight words are also a part of the students' weekly spelling list. Because these words are encountered by our students during several periods a day, students are provided with multiple opportunities to interact with these words. Each teacher posts the word of the week on a "Word Wall" that grows as the students' sight vocabulary grows.

In addition, teachers use the Benchmark School Word Identification/Vocabulary Development Program. This system of key spelling patterns emphasizes phonemic-based families. The lists of words that are developed through this program are called "sights and sounds." The students who have participated in the Vocabulary Development Program have demonstrated a great deal of growth as demonstrated by a consistent increase in test scores.

Benefits

Because of the daily schoolwide focus on sight word development as well as phonetic analysis and the integration with writing, Patapsco students' reading achievement has improved.

Yvonne Woods-Howard
Patapsco Elementary School #163
Baltimore, Maryland

A Balanced Approach to Reading Instruction

Best for: *Individual students, small groups, whole class in elementary grades*

Implemented by: *Trained teachers, aides, and parents*

Description

Although Prairie Vista teachers enthusiastically embraced the philosophy and practice of a whole-language approach to reading instruction, phonics has always been a strategy taught to our students since the school opened in 1989. Phonics instruction was delivered,

however, through a variety of methods and materials. As new teachers were hired, we noticed that many did not have a strong understanding of phonics.

Two years ago, in an attempt to standardize our phonics instruction, we sent three primary teachers for training in a program that would provide a direct, intensive approach to phonics. These teachers immediately began to implement and share their newly acquired knowledge. Results were dramatic, and teacher enthusiasm was contagious. The remaining kindergarten and first-grade teachers were trained in January and began to build this hands-on phonics instruction into their daily routines. As soon as school started the next year, we brought a trainer to our school, provided primary teachers with a released day, and made it a mandatory initiative for all teachers in kindergarten through third grade to teach phonics in a standardized way. We were amazed and gratified to see a noticeable difference in the way our students began to confidently read, write, and spell.

Benefits

Even before the International Reading Association announced its position on a balanced approach to reading instruction, Prairie Vista students were reaping the benefits of a literacy acquisition philosophy that combined rich, authentic literature; sustained, silent reading; a strong parent component involving take-home books in a bag and reading incentives; and the use of phonics instruction. We find that an eclectic approach allows teachers to offer a variety of experiences for students and to accommodate different learning styles. Strengthening and standardizing the phonics component has proved to be beneficial for our students.

Our plans for the third year of this commitment include (a) training teaching assistants and parent volunteers to reinforce phonics with small groups of students and (b) tracking student progress in reading over time. We feel confident that a balanced approach to reading instruction grows fine, strong readers!

Lorie Garver
Prairie Vista Elementary School
Granger, Indiana

Touching Children Through Research-Based Reading

Best for: *Students in Grades K-5*

Implemented by: *Entire school*

Description

Based on current research in reading education, our reading program is all-encompassing. It includes ideas from Carlene Murphy (a writer and independent consultant for staff development projects) on whole-faculty study groups and Marie Clay's methods stressing reading readiness skills. Components of Success for All, Reading Recovery, and guided reading have been incorporated into the classrooms. Technology and reading are integrated through the use of Accelerated Reader, STAR, WiggleWorks, SmartBooks, reading and writing software, and other computer-based programs.

We start each day with a 90-minute reading block. Staff from all disciplines are paired with classroom teachers. There are at least two adults in each classroom. The ratio of students to adults is 12 to 1 or better. Instruction is based on daily assessment of student needs. A variety of materials, teaching strategies, and groupings are used.

Early release every Wednesday allows for collaboration and staff development. Staff meets in whole-faculty study groups to explore current research, refine our focus, and plan for implementation.

Parents sign contracts agreeing to read 20 minutes per day with their child. Reading Incentive Programs, DEAR (Drop Everything and Read) Days, reading buddies, and family reading nights raise student enthusiasm and encourage community participation.

Benefits

Children are excited about reading, and parents are thrilled that their children share reading with them. The best esteem builder for a child is being able to read. We have seen improvement in behavior and all academic areas. According to SAT 9, our first graders gained 1 full year in reading between October and March. Ninety-four percent of students scored at or above their ability level. Teachers have

seen the "power of two" and have gained professionally from staff development sessions and whole-faculty study groups. Parents are happy! Children are reading!

Janet Luce
Rapid Valley Elementary School
Rapid City, South Dakota

Rushmore Support Network

Best for: *Staff development throughout the total school*

Implemented by: *Teachers in the school*

Description

The Rushmore Support Network is a teacher-to-teacher inservice model that enables teachers to collaboratively review current educational research on reading and writing and share successful teaching strategies. The support network meets weekly and uses recent literature, including both journal articles and published texts, as a basis for discussion and self-directed professional growth. Teachers who participate receive inservice credit.

The Rushmore Support Network is coordinated by the building's reading specialist, who issues a flyer at the beginning of each semester announcing the text or theme and the dates of that semester's sessions. The specific literature is chosen cooperatively by the principal, reading specialist, and participating teachers. Teachers meet in the school library once a week after school for 1½ hours. They collaboratively determine reading assignments from the selected text or pertinent journal articles. Discussion includes theoretical aspects, as well as practical considerations for implementing specific strategies and methods. Attendance records are maintained by the reading specialist, who also serves as a discussion leader. The school district grants one inservice credit to each teacher who attends 10 of the 12 scheduled sessions. Between 15 and 20 teachers participate each semester, out of a total teaching staff of 30 to 35.

Benefits

The Rushmore Support Network allows teachers to remain current with the research while giving them ownership and control of their professional growth and development. The ongoing nature of the network allows teachers to share ideas and implement new strategies as they feel comfortable and return to the group for additional feedback and support. This sharing of information serves as the basis for improvement of instructional practices throughout the building. Inquiry charts, story boards, cooperative learning techniques, literature circles, discussion webs, and reading and writing workshops, which are now heavily used throughout the building, have all been outgrowths of our support network. Further information is available upon request.

Patricia Sullivan-Kirss
Rushmore Avenue School
Carle Place, New York

Extra! Extra! Read All About it!

Best for: *Students in the primary grade*

Implemented by: *Classroom teachers*

Description

Because we believe reading and writing develop simultaneously through meaningful experiences, teachers prepare a daily letter to inform students about activities in each classroom. Our goal is to help students learn to read for meaning and understand that people use printed words to communicate.

The letter begins with a greeting, is followed by the day and date, and includes special activities for the day. Certain text is repeated each day. It is a multifaceted activity that includes reading apprehension, comprehension, and spelling strategies. Students use closure to complete words with missing letters or fill in missing words in sentences. Depending on the grade, teachers use this introduction as a springboard to language activities. As students become better readers,

teachers raise the bar to challenge the learners. We expect them to correct punctuation and read between the lines.

The daily letter is a means of communication, a tool for learning, and an instructional technique.

Benefits

With the implementation of the daily letter in kindergarten, continuity of instruction spirals across the grades. Because the letter is written for a class and incorporates words of praise, students develop a sense of community in this shared reading experience. It fosters risk taking as students naturally engage as active participants in the lesson. It also influences student writing. Vocabulary, grammar, and punctuation improve. When we ask students to "read all about it," we also affect how they "write all about it!"

Lillian A. Augustine
G. Austin Schoenly School
Spotswood, New Jersey

Read-Aloud Lawn Party

Best for: *Entire student body, parents, and community*

Implemented by: *Principal and teachers*

Description

Reading aloud to students is one component of our literacy program. Classroom teachers read aloud to students daily. As students develop reading skills, they practice reading independently through sustained, quiet reading. While they are becoming readers we believe it is important to model good oral reading. Therefore, throughout the year, we have guest readers share books that relate to their careers, were their own childhood favorites, or were written by favorite authors.

In the spring, however, we host a reverse Read-Aloud Lawn Party. On this occasion, each student is allowed to invite one guest to whom he or she will read aloud. This becomes a festive lawn party with clusters of children and guests sitting on blankets on the front

lawn, grouped under trees, perched atop the slide, huddled along the sandbox, and engrossed at the picnic tables. Light refreshments are provided, and readers mingle on the lawn discussing books as if they were attending a book-signing event.

Benefits

Community interest in the school grows as the reading program develops. Often an older brother or sister is selected as the guest to whom our students read. Because the spring Read-Aloud is held on our lawn, the community views our students reading. The public becomes more cognizant of our emphasis on reading. Community members, such as the mayor, board members, mail carrier, and so forth, eagerly await their invitations each year. Often they become the guests at the Read-Aloud Lawn Party. This activity engenders a great spirit of enthusiasm from the community and fosters our students' pride as readers.

Lillian A. Augustine
G. Austin Schoenly School
Spotswood, New Jersey

Educational Consultants in the Classroom

Best for: *Students in all elementary grades*

Implemented by: *Administration and teachers*

Description

We recognize a need for more specific training in reading. We needed to find a more efficacious way to empower our students not only with the oral reading skills but also with stronger comprehension skills.

Teachers analyzed teacher-created benchmark tests to determine the strengths and weaknesses of students. Teachers at each grade level worked on specific skills as determined by the benchmarks.

Consultants were brought in to teach teachers and students both separately and together on individual skills as determined by teacher analysis. Student/parent/teacher training was held on Saturdays

with breakfast and lunch provided as well as a fun-filled educational experience. Teachers assisted in selecting the consultants and the in-services provided.

Our teachers with specialized training were also used as consultants for the other teachers throughout the grade levels. We used staff development days to work on vertically aligning our curriculum.

Benefits

Through the consultations, our teachers have increased their repertoire of teaching methods. They are better able to determine what individual student needs are and the best way to meet those needs. Dramatic results have been seen not only in the classroom but also in the district benchmarks, ITBS, and TAAS tests as well. The children feel proud of their academic achievements and the recognition that they have brought to their campus. Even the governor recognized their achievement and chose this campus to kick off the Texas Reading Initiative campaign.

Bernard Blanchard
Smith Elementary School
Austin, Texas

Family Night of Reading

Best for: *Students in all elementary grades and parents*

Implemented by: *Resource teacher and some classroom teachers*

Description

Research shows that students whose parents show an interest in school activities achieve more than students whose parents do not participate in school activities. To entice parents to become more involved, we created Family Night at Stemley.

On Family Night, the students bring their parents to the school for 1 hour to play games and participate in various activities related to a subject area. One Family Night each year is devoted to reading. Stations are set up around the school and each family receives a schedule of events as they enter the building. Some examples of ac-

tivities are bingo with vocabulary words, musical chairs with phonics (beginning sounds), computers with favorite reading games, pathfinder for reading comprehension, and make and take a reading game. In our community, paperback books are much sought after prizes. Sometimes books are used as incentives for students to attend.

Family night is held three times a year. The resource teacher coordinates these events with most teachers volunteering to help with at least one. Games are borrowed from classroom teachers to provide a variety of areas and levels.

Benefits

Parents report that attending Family Night is an enjoyable educational experience. Because it is fun, parents feel more comfortable about coming to school. All games and activities reinforce skills taught in the classroom, so students feel successful as they "show off" for parents.

Vicki S. Oliver
Stemley Road Elementary School
Talladega, Alabama

Read-In

Best for: *Students in all elementary grades*

Implemented by: *All teachers, administrators, and instructional assistants*

Description

Read-Ins are held twice a year in September and May. The entire day is devoted to reading activities that are planned and coordinated by the Read-In Committee to encourage and celebrate reading. During the fall Read-In, every student sets a reading goal for the year, and the principal and assistant principal are challenged to some outrageous event if the school goal is met (lunch on the roof, human hot dogs, human ice cream sundaes, go-cart race). The spring Read-In is a celebration of the students' and school's meeting their reading goals.

One of the favorite activities is having guest readers. We schedule at least two guest readers, recruited from the business community, for each class during a 30- to 40-minute period.

Other activities include a reading pep rally, skits based on favorite books, paired reading/shared books with partner classes, a book picnic, and an extended DEAR (Drop Everything and Read) time. Students are encouraged to bring their favorite books from home. We try to arrange a special surprise event for the spring Read-In as a reward for meeting the school goal. Some of these surprises have been a hot air balloon demonstration and a performance by David Jack, a children's singer/entertainer.

Benefits

Students are involved in fun activities related to reading for pleasure. The challenge and encouragement from teachers to meet their goals keep students motivated. They are frequently heard to comment to their teachers and administrators about books they are reading.

Vicki S. Oliver
Stemley Road Elementary School
Talladega, Alabama

School Newspaper

Best for: *Total school*

Implemented by: *Students and teachers*

Description

Each classroom, K-5, has a representative who interviews and reports for the school newspaper. The middle school is trained to edit and type and photograph to produce the finished product. They are supervised by the language arts and computer teachers. The 10- to 20-page newspaper is accomplished with the aid of Microsoft Publisher, a color scanner, and color printers. After publication of each of the four yearly issues, students then use the newspaper as part of their reading program.

Our students use the daily community newspapers, the *Indianapolis Star* and the *Indianapolis News*, as part of their regular classroom reading program. Not only do they become familiar with the job of a newspaper, but they learn and study current event issues. Publishing their own newspaper has greatly improved their communication skills and accuracy in reading and writing.

Benefits

The goal of a school newspaper is to enhance reading and writing skills. Students, working as a team, learn to report, write, and edit written copy to publish using technology. Parents lend support to staff by providing them with the latest technology and publishing programs. As the students enter high school, they are ready to continue their knowledge of these skills.

The program is workable in any school. Depending on use of technology, students and faculty have the opportunity to use their knowledge and creativity.

Sister James Michael Kesterson, S. P.
St. Jude Catholic School
Indianapolis, Indiana

Balanced Literacy Program

Best for: *Teachers, paraprofessionals*

Implemented by: *Teachers, principal, paraprofessionals, and parents*

Description

To improve student learning, teachers at the Samuel W. Mason Elementary School use a Balanced Literacy Program schoolwide. Daily instruction, from kindergarten to Grade 3, consists of eight strands: shared reading, reading aloud, guided reading, independent reading, shared writing, interactive writing, writers' workshop, and independent writing. Phonics, or word study, an integral part of daily instruction, is interwoven through all reading and writing

activities. Grades 4 and 5 teachers use writers' workshop, guided reading, genre study, and independent reading.

The block of time devoted to literacy instruction is 2½ hours each day. To ensure uninterrupted time, subjects such as art, music, and swimming are scheduled in the afternoon. To develop the knowledge and skills needed for the Balanced Literacy approach, everyone in the school—the principal, teachers, and paraprofessionals, as well as the school secretary and custodian—develops a personal professional development plan.

Teachers spend 50 hours in targeted professional development every year. Resources for teachers include a school-based literacy coach for over-the-shoulder mentoring, coaching, and demonstration lessons; study groups; workshops; personal professional development days; model classrooms set up within the school; and time for classroom visits. Parents, as well as the school's business, university, community, and America Reads tutors, channel their efforts to provide extra literacy support for students after school and at home.

Benefits

The Mason School's Balanced Literacy Program has a strong internal accountability system. Assessments for all students in reading and writing, coordinated into a 6-week cycle, ensure teachers are collecting and using data to make decisions about instruction; to recommend tutoring through the school's afterschool, summer school, and America Reads tutoring programs; and/or to use different strategies for teaching. The combination of increased time for reading and writing instruction, consistency in instructional practice, focused professional development, scheduling flexibility, and an internal measurement system have produced steady and significant gains in reading achievement and have earned the school several national reading and school improvement awards.

Mary I. Russo
Samuel W. Mason Elementary School
Boston, Massachusetts

Success for Reading

Best for: *Small groups in primary classrooms, also beneficial for ESL and special education students*

Implemented by: *Trained teachers and instructional aides*

Description

Although we are aware of the fact that one-on-one remediation is the most effective form of intervention, many school districts cannot afford the price tag associated with this type of support. Here at our school we went the next best route: intensive, developmentally appropriate, small-group instruction.

We received a $3,000 grant from our local education foundation and matched that amount from our school. This was the beginning of our Success for Reading program.

We sent nine of our primary teachers to a Wright Group Guided Reading workshop. These teachers all came back to inservice as involved personnel. After intensive training in the areas of leveled books, the appropriate strategies to use, and the assessment component (running records), our staff was ready to proceed.

With part of the money from our original grant, money from the school budget, and money from a second grant, we were able to purchase the necessary materials for our program. We now have 20 different titles (in sets of six) for all 20 levels (Reading Recovery-leveled titles).

Benefits

Students are individually assessed to find out their present reading level, which enables us to meet each child at his or her developmentally appropriate reading level and teach strategies that are relevant to that specific level. Through consistent assessment, the instructor is able to decide if a student is at an instructional level and which of the three cueing systems the student uses (or doesn't use) to help determine on-the-spot instruction. Teachers also evaluate if a student is at an independent level and ready to move up to the next level. This gives us happy, successful, independent readers.

Betsy Palmer
G. L. Scarselli Elementary School
Gardnerville, Nevada

A willing participant—the principal!

(Photo courtesy of Pine Tree Elementary School, Lake Orion Community Schools, Lake Orion, Michigan. Mrs. Frizzle's dress created by parent, Mrs. Nancy Rupert.)

Reading Celebration

Best for: *Students in all elementary grades*

Implemented by: *Entire school*

Description

It has been said that when children discover the joy of reading, success is evident. Our approach is one in which the entire school is involved in experiencing the pleasure of reading and then celebrating it with community groups, business partners, government officials, parents, administrators, and school volunteers.

Each class chooses a novel or trade book that ties into the lessons that students are learning across the curriculum. Students thoroughly engage themselves in the process of reading and writing throughout this period. At the end of this thematic unit, a "Reading Celebration" takes place. Community groups, business partners, government officials, and parents are invited to the school to read to the children in their classrooms. On this particular day, students, teachers, and administrators dress up as their favorite character from the novel or trade book they have been reading. After the guests read to the students, all the children, teachers, administrators, and guests parade around the school while the local high school band plays. Children end the celebration by having a picnic lunch outside with their favorite book.

Benefits

The celebration atmosphere present in the school throughout this activity definitely makes an impact on students. Students demonstrate a positive attitude toward reading. They are eager to visit the library and read books just for the fun of reading. Reading is no longer viewed as work. They discover the beauty of reading. Bringing in community members and business partners brings everyone together. In doing so, through unity, we enhance children's perspective on reading. This, in turn, benefits the future generations of our nation.

Maria Teresa Rojas
Sunset Elementary School
Miami, Florida

Schoolwide Plan for Language Arts

Best for: *Students in Grades K-4*

Implemented by: *Teachers, aides, Title I staff, and principal*

Description

Learning to read is critical to future school success as well as after graduation. Even though 2 to 3 hours each day were devoted to language arts, along with Title I push-in and pull-out programs, the rate of success was minimal. In 1995, with 62% of students receiving free or reduced lunch, our school became eligible to develop a Title I Schoolwide Program.

We were able to reschedule the 12½ Title I teachers, include a fourth-grade HOTS classroom, develop three extended-day kindergartens, fund an after-school tutoring program 3 days each week, place one or more computers in every classroom, and continue Reading Recovery.

The greatest impact has been the rescheduling of the Title I teachers. For example, each has been assigned seven to eight students from two classrooms for a 2-hour language arts block. The class sizes for that period have been reduced from 24-27 to 16-18. Teachers are now able to work with individuals, provide higher-interest reading, integrate technology into the curriculum, write and include problem solving, and communicate progress and concerns more effectively with parents. Title I teachers are responsible for reporting progress, meeting with parents, and initiating instructional support when needed.

Benefits

The progress of students has been monitored through the fall, winter, and spring Title I reading assessments. A greater percentage of students are moving from partially proficient than in previous years. Students are not being "singled out" now; all of our 1,000 students in Grades K-4 are able to benefit from the smaller-group atmosphere. A greater amount of reading and writing is going on in our school now.

Paulette Graham
Washington Park Elementary School
Washington, Pennsylvania

O.R.E.O.S.—Outside Reading Enriches Our Students

Best for: *Students in primary-intermediate grades*

Implemented by: *A team of students, teachers, parents, and community businesses*

Description

Outside Reading Enriches Our Students, or O.R.E.O.S., is an exciting at-home reading program. During the first week of every month, each student is presented with a reading goal of 6 hours of at-home reading to be accomplished by the end of the month. The students are given a record sheet on which we ask the parents/guardians to record their child's progress toward our monthly goal. During the last week of the month, each child returns the completed sheet signed by the parent. Each child will put stickers by his or her name for books (primary) or hours (intermediate) read. Each child will have numerous paper cookie jars to fill with stamped cookies every time he or she completes an entire book.

Our community has been very supportive of our O.R.E.O.S. program. During December, a local grocery store gives students their own individual boxes of Oreo cookies, donated by Nabisco. Award certificates have been obtained from Subway, Pizza Hut, Dairy Queen, Baskin-Robbins, Chicago Bulls, Chicago Bears, Chicago White Sox, and the Chicago Cubs. The first reward for the year comes from the Hunt-Wesson Company, a case of Orville Redenbacher popcorn, to celebrate Valparaiso's annual Popcorn Festival. On Awards Day, all "Stars" who have faithfully turned in a signed O.R.E.O.S. sheet for the whole year receive a trophy engraved with "Star Reader."

Benefits

The partnership developed by O.R.E.O.S. between parent, child, and school is important. My parents are strong O.R.E.O.S. supporters because it ensures that children read regularly. They are active participants in their child's reading development, as well as with reading material selection. As in any endeavor, practice produces proficiency. Reading for enjoyment will help a child become a better reader. Parents are the first and most important teachers of their

children. From parents, children learn how to walk, talk, read, write, think, and play. Parents who take time to read to their children and talk about books will reap the rewards of successful children.

Rik Ihssen
Washington Township Elementary School
Valparaiso, Indiana

Try Reading *Month!*

Best for: *Students in all grades*

Implemented by: *Teachers, parents, staff, and administrator*

Description

There's too much to do and too little time in which to do it! That's why our annual Reading Week celebration has turned into a Reading Month extravaganza at Western Coventry School.

At the beginning of April, we kick off Reading Month with a book fair organized by our PTA. All students are invited to purchase inexpensive books for their at-home libraries. Next, a Young Authors' Picnic and Book Swap is held one evening. Students who have written original books are invited to an indoor "picnic" to share their writing and to see reaction to their work from family and friends. Our Build a Community of Readers incentive program also begins during the first week and continues throughout the month. During the second week of the month, students are treated to a special "I Don't Know What to Read" assembly by a professional theater group. Each day during the week, students end their day by participating in DEAR (Drop Everything and Read). Following the spring vacation, we conclude our month with a challenge to all students and families to "Dare to Be Free of TV" by finding alternate activities. Participants are eligible to win free T-shirts.

Reading Month gets our kids excited about reading.

Benefits

It is important for students to see other members of the school community as readers and writers. Reading Month accomplishes

this by involving students, staff, and the general school community in its varied activities. Whether it's through the purchase of a favorite book, sharing and receiving positive comments about an original publication, participating in the reading incentive program, observing the crossing guard reading during DEAR, attending an entertaining assembly, or participating with family in alternative-to-TV activities, students become excited about the important role reading and writing plays in their lives.

Barry Ricci
Western Coventry School
Coventry, Rhode Island

A budding illustrator.

(Photo courtesy of Hillcrest Science and Technology Magnet School, Somerset, New Jersey.)

Reading/Writing Festival

Best for: *Students in Grades K-4*

Implemented by: *Trained teachers and assisting volunteers*

Description

Throughout the school year, students write each day in their classroom. All writings are kept in students' portfolios. In the spring, each child selects one favorite piece that is then edited, typed, illustrated, and bound. Many school volunteers assist in typing the books and in doing a sewn library binding. Students do their own illustrations.

At our Reading/Writing Festival that is held at the end of the school year, each student's bound book is displayed for parents, friends, students, and community members to view. Each book contains a "Note to the Author" card where readers can write compliments to the student.

In addition to individual students' bound books, classroom books are also displayed at the festival. Many of these focus on curriculum writings that integrate math, science, and social studies. Even writings in art class and music class, as well as school newspapers, have been displayed.

To encourage reading as well as writing during our festival, a children's author/illustrator visits our school that week, and his or her books are sold as well as others through a book fair. Our Reading/Writing Festival is a weeklong celebration that is a highlight of our language arts program.

Benefits

Students benefit greatly from this program, for writing is now a daily activity. Because students begin to write at a very early age, writing allows for personal expression. Students see themselves as published authors with bound books that are saved for years to come.

The writing process also encourages the integration of writing into other curriculum areas. The entire language arts program is

enhanced by this process. As hundreds of parents, students, teachers, and community members crowd the school cafeteria to read the student's books, student smiles of pride abound.

Linnea Gershenberg
Harold H. Wilkins Memorial School/Clark School
Amherst, New Hampshire

1996–1997 Blue Ribbon Elementary and Middle Schools

ALABAMA

George Hall Elementary School
1108 Antwerp Street
Mobile, AL 36605
(334) 476-3299
(334) 478-6393 FAX

Homewood Middle School
1108 Frisco Street
Homewood, AL 35209
(205) 870-0878
(205) 877-4573 FAX

Inverness Elementary School
5251 Valleydale Road
Birmingham, AL 35242-4632
(205) 980-3620
(205) 980-3625 FAX

Pauline O'Rourke Elementary School
1975 Leroy Stevens Road
Mobile, AL 36695
(334) 639-9498
(334) 639-1826 FAX

St. Ignatius Catholic School
3650 Springhill Avenue
Mobile, AL 36608-5797
(334) 342-5442
(334) 341-1481 FAX

Stemley Road Elementary School
2760 Stemley Bridge Road
Talladega, AL 35160
(205) 362-9499
(205) 362-7162 FAX

ARIZONA

Andersen Elementary School
1350 N. Pennington Street
Chandler, AZ 85224
(602) 812-7030
(602) 812-6500 FAX

Ganado Primary School
Highway 264
P.O. Box 1757
Ganado, AZ 86505
(520) 755-1020
(520) 755-1085 FAX

Goodman Elementary School
2600 W. Knox Road
Chandler, AZ 85224
(602) 812-7070
(602) 812-7430 FAX

Ramon S. Mendoza Elementary School
5831 E. McLellan Road
Mesa, AZ 85205
(602) 396-1730
(602) 985-5576 FAX

St. Thomas the Apostle Catholic School
4510 N. 24th Street
Phoenix, AZ 85016
(602) 954-9088
(602) 956-3454 FAX

ARKANSAS

Robert E. Lee Elementary School
400 Quandt Street
Springdale, AR 72764
(501) 750-8868
(501) 750-8870 FAX

Walker Elementary School
1701 S. 40th Street
Springdale, AR 72762
(501) 750-8874
(501) 750-8717 FAX

CALIFORNIA

Alamo Elementary School
250 23rd Avenue
San Francisco, CA 94121
(415) 750-8456
(415) 750-8434 FAX

Barcelona Hills Elementary School
23000 Via Santa Maria
Mission Viejo, CA 92691
(714) 581-5240
(714) 581-6897 FAX

Cadwallader Elementary School
3799 Cadwallader Road
San Jose, CA 95121
(408) 270-4950
(408) 223-4839 FAX

Cedar Grove Elementary School
2702 Sugarplum Drive
San Jose, CA 95148
(408) 270-4958
(408) 270-6856 FAX

Centennial Elementary School
15200 Westdale Drive
Bakersfield, CA 93312
(805) 588-6020
(805) 588-6009 FAX

Cubberley School
3200 Monogram Avenue
Long Beach, CA 90810
(562) 420-8810
(562) 420-7821 FAX

Discovery Elementary School
7500 Vaquero Avenue
Bakersfield, CA 93308
(805) 589-7336
(805) 587-9413 FAX

Dove Hill Elementary School
1460 Colt Way
San Jose, CA 95121
(408) 270-4973
(408) 223-4536 FAX

Emblem Elementary School
22635 Espuella Drive
Saugus, CA 91350
(805) 297-8870
(805) 296-3265 FAX

George L. White Elementary School
25422 Chapparosa Park Road
Laguna Niguel, CA 92677
(714) 249-3875
(714) 495-1871 FAX

H.A. Snow Elementary School
6580 Mirabeau Drive
Newark, CA 94560
(510) 794-2051
(510) 791-8942 FAX

Hebrew Academy
14401 Willow Lane
Huntington Beach, CA 92647
(714) 898-0051
(714) 898-0633 FAX

Holly Oak Elementary School
2995 Rossmore Way
San Jose, CA 95148
(408) 270-4975
(408) 223-4514 FAX

Jefferson Elementary School
1880 Fowler Avenue
Clovis, CA 93611
(209) 299-6868
(209) 299-0161 FAX

Joe Nightingale School
255 Winter Road
Santa Maria, CA 93455
(805) 937-2511
(805) 934-7113 FAX

Liberty Elementary School
1250 E. Liberty Hill Rd.
Fresno, CA 93720
(209) 434-6033
(209) 434-8312 FAX

Linda Vista Elementary School
5600 South Ohio Street
Yorba Linda, CA 92886
(714) 779-2111
(714) 779-2138 FAX

Meadow School
880 Maria Drive
Petaluma, CA 94954
(707) 762-4905
(707) 762-5751 FAX

Meadows Elementary School
2000 La Granada Drive
Thousand Oaks, CA 91362
(805) 495-7038
(805) 374-1160 FAX

Millbrook Elementary School
3200 Millbrook Drive
San Jose, CA 95148
(408) 270-6767
(408) 270-6790 FAX

Monte Vista Elementary School
730 North Hope Avenue
Santa Barbara, CA 93110
(805) 687-5333
(805) 687-0457 FAX

Mt. Woodson Elementary School
17427 Archie Moore Road
Ramona, CA 92065
(619) 788-5120
(619) 788-5353 FAX

The Nueva School
6565 Skyline Boulevard
Hillsborough, CA 94010
(415) 348-2272
(415) 344-9302 FAX

Orangethorpe Elementary School
1400 S. Brookhurst Road
Fullerton, CA 92833
(714) 447-7730
(714) 447-7527 FAX

Pacific Elementary School
1214 Pacific Avenue
Manhattan Beach, CA 90266
(310) 546-8044
(310) 939-1001 FAX

Philip J. Reilly School
24171 Pavion
Mission Viejo, CA 92692
(714) 454-1590
(714) 588-6315 FAX

Pleasant Ridge Elementary School
16229 Duggans Road
Grass Valley, CA 95949
(916) 268-2820
(916) 268-2823 FAX

Rossmoor Elementary School
3272 Shakespeare Drive
Los Alamitos, CA 90720
(562) 799-4520
(562) 799-4530 FAX

Sonoma Elementary School
1325 Sonoma Avenue
Modesto, CA 95350
(209) 576-4683
(209) 569-2725 FAX

South Hillsborough Elementary School
303 El Cerrito Avenue
Hillsborough, CA 94010
(415) 344-0303
(415) 548-9443 FAX

St. Joseph School
43222 Mission Blvd.
Fremont, CA 94539
(510) 656-6525
(510) 656-3608 FAX

Vaughn Next Century Learning Center
13330 Vaughn Street
San Fernando, CA 91340
(818) 896-7461
(818) 834-9036 FAX

Vista Verde School
5144 Michelson Drive
Irvine, CA 92612
(714) 786-9207
(714) 786-4257 FAX

Will Rogers Learning Community School
2401 14th Street
Santa Monica, CA 90405
(310) 452-2364
(310) 452-9035 FAX

COLORADO

Frontier Elementary School
3755 Meadow Ridge Drive
Colorado Springs, CO 80920
(719) 594-0102
(719) 548-8324 FAX

Mary L. Flood Middle School
3695 South Lincoln Street
Englewood, CO 80110
(303) 761-1226
(303) 806-2199 FAX

Rocky Mountain Elementary School
800 E. 5th Avenue
Longmont, CO 80501
(303) 772-6750
(303) 772-9507 FAX

CONNECTICUT

The Center School
125 West Street
P.O. Box 110
Litchfield, CT 06759
(860) 567-7510
(860) 567-7518 FAX

East Farms School
25 Wolf Pit Road
Farmington, CT 06032
(860) 674-9519
(860) 677-7915 FAX

Ellen P. Hubbell School
90 West Washington Street
Bristol, CT 06010
(860) 584-7841
(860) 584-3874 FAX

Highland Elementary School
490 Highland Avenue
Cheshire, CT 06410
(203) 272-0335
(203) 272-9003 FAX

The Peck Place School
500 Peck Lane
Orange, CT 06477
(203) 891-8034
(203) 891-8038 FAX

West District School
114 West District Road
Unionville, CT 06085
(860) 673-2579
(860) 675-4103 FAX

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

Amelia Earhart Intermediate School
Unit 5166
APO, AP 96368-5166
(611) 734-1329
(611) 734-7207 FAX

Easterling Primary School
600 Northside Avenue
Marion, SC 29571
(803) 423-8335
(803) 423-8337 FAX

Hood Street Elementary School
5615 Hood Street
Columbia, SC 29206
(803) 787-8266
(803) 782-8863 FAX

Knightsville Elementary School
535 W. Old Orangeburg Road
Summerville, SC 29483
(803) 873-4851
(803) 821-3983 FAX

Roosevelt Roads Elementary School
P.O. Box 420131
Roosevelt Roads Station, PR
00742-0131
(787) 865-2670
(787) 865-4322 FAX

Valley Creek Elementary School
2800 Valley Creek Trail
McKinney, TX 75070
(972) 569-6460
(972) 569-6465 FAX

DISTRICT OF COLUMBIA

The Lab School of Washington
4759 Reservoir Road, NW
Washington, DC 20007
(202) 965-6600
(202) 965-5105 FAX

FLORIDA

Boca Raton Christian School
315 N.W. 4th Street
Boca Raton, FL 33432
(561) 391-2727
(561) 367-6808 FAX

Diplomat Elementary School
1115 North East 16th Terrace
Cape Coral, FL 33909
(941) 458-0033
(941) 458-1697 FAX

Kendale Elementary School
10693 S.W. 93rd Street
Miami, FL 33176
(305) 274-2735
(305) 274-4792 FAX

Key Largo Elementary School
104801 Overseas Highway
Key Largo, FL 33037
(305) 453-1255
(305) 453-1248 FAX

Palm Springs North Elementary
Community School
17615 NW 82nd Street
Hialeah, FL 33015
(305) 821-4631
(305) 825-0422 FAX

Saint Michael Lutheran School
3595 Broadway Circle
Ft. Myers, FL 33901
(941) 939-1218
(941) 939-1839 FAX

Sunset Elementary School
5120 SW 72nd Street
Miami, FL 33143
(305) 661-8527
(305) 666-2327 FAX

GEORGIA

Cartersville Primary School
315 Etowah Drive
Cartersville, GA 30120
(770) 382-1733
(770) 387-7493 FAX

Coosa Middle School
5041 Alabama Highway
Rome, GA 30165
(706) 232-1856
(706) 802-6766 FAX

Eastside Elementary School
603 N. McDonald Avenue
Douglas, GA 31533
(912) 384-3187
(912) 383-0520 FAX

Flat Rock Middle School
325 Jenkins Road
Tyrone, GA 30290
(770) 969-2830
(770)969-2835 FAX

Lost Mountain Middle School
700 Old Mountain Road
Kennesaw, GA 30152
(770) 528-6627
(770) 528-6635 FAX

Peachtree Elementary School
5995 Crooked Creek Road, N.W.
Norcross, GA 30092
(770) 448-8710
(770) 417-2451 FAX

Pine Ridge Elementary School
750 Pine Ridge Drive
Stone Mountain, GA 30087
(770) 879-8097
(770) 469-9645 FAX

Samuel Martin Inman Middle School
774 Virginia Avenue, N.E.
Atlanta, GA 30306
(404) 853-4017
(404) 853-4085 FAX

HAWAII

Momilani Elementary School
2130 Hookiekie Street
Pearl City, HI 96782
(808) 453-6444
(808) 453-6448 FAX

ILLINOIS

Grayslake Middle School
440 N. Barron Boulevard
Grayslake, IL 60030
(847) 223-3680
(847) 223-0147 FAX

James Hart Junior High School
18211 Aberdeen Avenue
Homewood, IL 60430
(708) 799-5544
(708) 799-1377 FAX

Metamora Grade School
815 E. Chatham Street
Metamora, IL 61548
(309) 367-2361
(309) 367-2364 FAX

Michael Collins Elementary School
407 S. Summit Drive
Schaumburg, IL 60193
(847) 301-2155
(847) 301-7379 FAX

Neil Armstrong Elementary School
1320 Kingsdale Road
Hoffman Estates, IL 60195
(847) 885-6750
(847) 885-8381 FAX

Our Lady of the Wayside School
432 South Mitchell Avenue
Arlington Heights, IL 60005-1894
(847) 255-0050
(847) 253-0543 FAX

Pleasant Hill Elementary School
3040 Linden Avenue
Springfield, IL 62702
(217) 525-3256

Pleasantdale Elementary School
8100 School Street
La Grange, IL 60525
(708) 246-4700
(708) 246-4625 FAX

Westbrook School
1333 Greenwood Road
Glenview, IL 60025
(847) 998-5055
(847) 998-1872 FAX

INDIANA

Allisonville Elementary School
4920 East 79th Street
Indianapolis, IN 46250
(317) 845-9441
(317) 576-5255 FAX

Prairie Vista Elementary School
15400 Brick Road
Granger, IN 46530-8749
(219) 271-0055
(219) 271-0055 x761 FAX

St. Jude Catholic School
5375 McFarland Road
Indianapolis, IN 46227
(317) 784-6828
(317) 780-7592 FAX

Washington Township Elementary School
383 E. State Road 2
Valparaiso, IN 46383
(219) 464-3597
(219) 465-1753 FAX

IOWA

Hills Elementary School
301 Main Street
P.O. Box 218
Hills, IA 52235-0218
(319) 679-2221
(319) 679-2223 FAX

KANSAS

Broken Arrow Elementary School
5901 Alden Street
Shawnee, KS 66216
(913) 962-3220
(913) 962-3228 FAX

Central Elementary School
324 South Water Street
Olathe, KS 66061
(913) 780-7370
(913) 780-7379 FAX

Kathryn O'Loughlin McCarthy Elementary School
1401 Hall Street
Hays, KS 67601
(913) 623-2510
(913) 623-2518 FAX

Walnut Grove Elementary School
11800 S. Pflumm Road
Olathe, KS 66062
(913) 780-7710
(913) 780-7719 FAX

KENTUCKY

Catlettsburg Elementary School
3348 Court Street
Catlettsburg, KY 41129
(606) 739-5515
(606) 739-8625 FAX

Dry Ridge Elementary School
275 School Road
Dry Ridge, KY 41035
(606) 824-4484
(606) 824-4924 FAX

Rich Pond Elementary School
530 Rich Pond Road
Bowling Green, KY 42104
(502) 781-9627
(502) 781-9628 FAX

St. Raphael the Archangel School
2131 Lancashire Avenue
Louisville, KY 40205
(502) 456-1541
(502) 456-1542 FAX

LOUISIANA

Dwight D. Eisenhower Elementary School
3700 Tall Pines Drive
New Orleans, LA 70131
(504) 398-7125
(504) 398-7129 FAX

Henry W. Allen Fundamental Elementary School
5625 Loyola Avenue
New Orleans, LA 70115
(504) 862-5154
(504) 861-9904 FAX

Our Lady of Prompt Succor Parish School
2305 Fenelon Street
Chalmette, LA 70043
(504) 271-2953
(504) 271-1490 FAX

Saint Paul's Episcopal School
6249 Canal Boulevard
New Orleans, LA 70124-3099
(504) 488-1319
(504) 482-6893 FAX

Shreve Island Elementary School
836 Sewanee Place
Shreveport, LA 71105
(318) 869-2335
(318) 861-2256 FAX

St. Benilde School
1801 Division Street
Metairie, LA 70001
(504) 833-9894
(504) 834-4380 FAX

MARYLAND

Burning Tree Elementary School
7900 Beech Tree Road
Bethesda, MD 20817
(301) 320-6510
(301) 320-6538 FAX

Kennedy Krieger Lower School
1750 East Fairmount Avenue
Baltimore, MD 21231
(410) 550-9100
(410) 550-9136 FAX

Mayo Elementary School
1152 Central Avenue, East
Mayo, MD 21106
(410) 222-1666
(410) 269-1362 FAX

Middlesex Elementary School
142 Bennett Road
Baltimore, MD 21221
(410) 887-0170
(410) 887-0469 FAX

North Salisbury Elementary School
201 Union Avenue
Salisbury, MD 21801
(410) 742-5150
(410) 341-3920 FAX

Patapsco Elementary School #163
844 Roundview Road
Baltimore, MD 21225
(410) 396-1400
(410) 396-8613 FAX

Plum Point Elementary School
1245 Plum Point Road
Huntingtown, MD 20639
(410) 535-7390
(410) 535-7299 FAX

Ridgely Elementary School
118 North Central Avenue
Ridgely, MD 21660
(410) 634-2105
(410) 634-1789 FAX

St. Camillus Catholic School
1500 St. Camillus Drive
Silver Spring, MD 20903
(301) 434-2344
(301) 431-1442 FAX

MASSACHUSETTS

Johnson Elementary School
99 South Main Street
Natick, MA 01760
(508) 651-7226
(508) 651-7226 FAX

Samuel W. Mason Elementary School
150 Norfolk Avenue
Boston, MA 02119
(617) 635-8405
(617) 635-8406 FAX

Steward School
261 Perkins Row
Topsfield, MA 01983
(508) 887-1538
(508) 887-7462 FAX

The Tisbury School
34 West William Street
P. O. Box 878
Vineyard Haven, MA 02568
(508) 696-6500
(508) 696-7437 FAX

MICHIGAN

Anna M. Joyce Elementary School
8411 Sylvester Street
Detroit, MI 48214
(313) 866-7545
(313) 866-8068 FAX

Brace-Lederle Elementary School
18575 West Nine Mile Road
Southfield, MI 48075
(248) 746-8730
(248) 352-8373 FAX

Grand View Elementary School
3701 52nd Street S.W.
Grandville, MI 49418
(616) 530-6830
(616) 530-1655 FAX

Lincoln Park Elementary School
2951 Leon
Norton Shores, MI 49441
(616) 755-1257
(616) 759-2427 FAX

Pine Tree Elementary School
590 Pine Tree Road
Lake Orion, MI 48362
(248) 693-5470
(248) 693-5319 FAX

Roguewood School
3900 Kroes Street
Rockford, MI 49341
(616) 866-2200
(616) 866-7132 FAX

Troy Union Elementary School
1340 E. Square Lake Road
Troy, MI 48098
(810) 879-7576
(810) 689-7483 FAX

MINNESOTA

Farmington Middle School
4200 W. 208th Street
Farmington, MN 55024
(612) 463-6560
(612) 463-6604 FAX

Hillcrest Community School
9301 Thomas Road
Bloomington, MN 55431
(612) 888-7746
(612) 888-0751 FAX

Park Brook Elementary School
7400 Hampshire Avenue North
Brooklyn Park, MN 55428
(612) 561-6870
(612) 561-6871 FAX

Shakopee Junior High School
1137 Marschall Road
Shakopee, MN 55379
(612) 496-5752
(612) 496-5792 FAX

MISSISSIPPI

Oxford Elementary School
1637 Highway 30
Oxford, MS 38655
(601) 234-3497
(601) 236-7942 FAX

MISSOURI

Chesterfield Elementary School
17700 Wild Horse Creek Road
Chesterfield, MO 63005-3799
(314) 532-4882
(314) 532-0614 FAX

Forsyth School
6235 Wydown Boulevard
St. Louis, MO 63105
(314) 726-4542
(314) 726-0112 FAX

Glenridge Elementary School
7447 Wellington Way
Clayton, MO 63105
(314) 726-2355
(314) 862-2497 FAX

Hoech Middle School
3312 Ashby Road
St. Ann, MO 63074
(314) 426-9561
(314) 426-3837 FAX

Lucy Franklin Elementary School
111 NE Roanoke
Blue Springs, MO 64014
(816) 224-1390
(816) 224-1396 FAX

Oak Grove Middle School
501 E. 12th Street
Oak Grove, MO 64075
(816) 690-4154
(816) 690-3976 FAX

Rohan Woods School
1515 Bennett Avenue
St. Louis, MO 63122
(314) 821-6270
(314) 821-6878 FAX

Ross Elementary School
1150 Ross Avenue
St. Louis, MO 63146
(314) 878-8300
(314) 878-4403 FAX

Shepard Accelerated School
3450 Wisconsin Avenue
St. Louis, MO 63118
(314) 776-3664
(314) 664-3708 FAX

Ste. Genevieve du Bois School
1575 N. Woodlawn Avenue
St. Louis, MO 63122
(314) 821-4245
(314) 966-4687 FAX

NEBRASKA

Westside Middle School
8601 Arbor Street
Omaha, NE 68124
(402) 390-6464
(402) 390-6454 FAX

NEVADA

C. C. Meneley Elementary School
1446 Muir Drive
P.O. Box 1150
Gardnerville, NV 89410
(702) 265-3154
(702) 265-7193 FAX

Cyril Wengert Elementary School
2001 Winterwood Blvd.
Las Vegas, NV 89122
(702) 799-8600
(702) 799-0116 FAX

G. L. Scarselli Elementary School
699 Long Valley Road
P.O. Box 1120
Gardnerville, NV 89410
(702) 265-2222
(702) 265-1218 FAX

NEW HAMPSHIRE

Harold H. Wilkins Memorial
School/Clark School
80 Boston Post Road
P.O. Box 420
Amherst, NH 03031
(603) 673-4411
(603) 672-0968 FAX

NEW JERSEY

Bowne-Munro Elementary School
120 Main Street
East Brunswick, NJ 08816
(908) 613-6810
(908) 257-0029 FAX

Cambridge School
35 Cambridge Road
Kendall Park, NJ 08824
(908) 297-2941
(908) 940-2030 FAX

Cranbury School
23 North Main Street
Cranbury, NJ 08512
(609) 395-1700
(609) 860-9655 FAX

G. Austin Schoenly School
80 Kane Avenue
Spotswood, NJ 08884
(908) 723-5120
(908) 723-5122 FAX

Highland/Godwin School
31 Highland Avenue
Midland Park, NJ 07432
(201) 445-5350
(201) 444-3051 FAX

Hillcrest Science and Technology Magnet School
500 Franklin Blvd.
Somerset, NJ 08873
(908) 246-0170
(908) 247-8405 FAX

Memorial School
764 Grant Avenue
Maywood, NJ 07607
(201) 845-9113
(201) 845-0657 FAX

The Midland School
94 Readington Road
P.O. Box 5026
North Branch, NJ 08876
(908) 722-8222
(908) 722-1547 FAX

William F. Halloran School No. 22
447 Richmond Street
Elizabeth, NJ 07207
(908) 558-3423
(908) 351-1761 FAX

NEW MEXICO

Cleveland Middle School
6910 Natalie Avenue NE
Albuquerque, NM 87110
(505) 881-9441
(505) 889-8617 FAX

Susie Rayos Marmon Elementary School
6401 Iliff Road NW
Albuquerque, NM 87120
(505) 831-5400
(505) 833-1565 FAX

NEW YORK

Austin Road Elementary School
Austin Road
Mahopac, NY 10541
(914) 628-1346
(914) 628-5521 FAX

Belle H. Waterman Elementary School
55 East Street
Skaneateles, NY 13152
(315) 685-8361
(315) 685-0347 FAX

East Middle School
167 East Frederick Street
Binghamton, NY 13904
(607) 762-8371
(607) 762-8398 FAX

Harry B. Thompson Middle School
98 Ann Drive
Syosset, NY 11791
(516) 364-5760
(516) 921-5616 FAX

Herricks Middle School
7 Hilldale Drive
Albertson, NY 11507
(516) 625-6463
(516) 248-3281 FAX

Isaac E. Young Middle School
270 Centre Avenue
New Rochelle, NY 10805
(914) 576-4360
(914) 632-2738 FAX

Lakeview Elementary School
112 Lakeview Drive
Mahopac, NY 10541
(914) 628-3331
(914) 628-5849 FAX

Rushmore Avenue School
251 Rushmore Avenue
Carle Place, NY 11514
(516) 334-1900
(516) 338-0727 FAX

Southgate Elementary School
30 Southgate Road
Loudonville, NY 12211
(518) 785-6607
(518) 783-8878 FAX

St. Joan of Arc School
35-27 82nd Street
Jackson Heights, NY 11372
(718) 639-9020

Thomas J. Lahey Elementary School
625 Pulaski Road
Greenlawn, NY 11740
(516) 754-5400
(516) 754-5412 FAX

Thomas O'Brien Academy of Science and Technology
Lincoln Park
Albany, NY 12202
(518) 462-7263
(518) 462-7152 FAX

Waterford-Halfmoon Elementary School
125 Middletown Road
Waterford, NY 12188
(518) 237-0800
(518) 237-7335 FAX

NORTH CAROLINA

Brentwood Elementary School
3426 Ingram Drive
Raleigh, NC 27604
(919) 850-8720
(919) 850-8728 FAX

Carver Elementary G.T. Magnet School
948 Morphus Bridge Road
Wendell, NC 27591
(919) 365-2680
(919) 365-2622 FAX

Charlotte Latin School
9502 Providence Road
Charlotte, NC 28277-8695
(704) 846-1100
(704) 846-1712 FAX

E. E. Miller Elementary School
1361 Rim Road
Fayetteville, NC 28314
(910) 868-2800
(910) 867-1960 FAX

NORTH DAKOTA

Lake Agassiz Elementary School
605 Stanford Road
Grand Forks, ND 58203
(701) 746-2275
(701) 746-2274 FAX

OHIO

Centerville Kindergarten Village School
6450 Marshall Road
Centerville, OH 45459
(937) 438-6062
(937) 438-6076 FAX

Cincinnati Hills Christian Academy
Edyth B. Lindner Elementary
11312 Snider Road
Cincinnati, OH 45249
(513) 247-9944
(513) 247-0125 FAX

Crosby Elementary School
8382 New Haven Road
Harrison, OH 45030
(513) 738-1717
(513) 738-1718 FAX

Fairbrook Elementary School
260 N. Fairfield Road
Beavercreek, OH 45430
(937) 429-7616
(937) 429-7687 FAX

Gesu Catholic School
2450 Miramar Boulevard
University Heights, OH 44118
(216) 932-0620
(216) 932-8326 FAX

Reading Central Community School
1301 Bonnell Avenue
Reading, OH 45215
(513) 554-1001
(513) 483-6754 FAX

Royalview Elementary School
31500 Royalview Drive
Willowick, OH 44095
(216) 944-3130
(216) 943-9965 FAX

Shawnee Elementary School
9394 Sterling Drive
Cincinnati, OH 45241-5107
(513) 779-3014
(513) 779-3494 FAX

St. Martin of Tours School
14600 Turney Road
Maple Heights, OH 44137
(216) 475-3633
(216) 475-2484 FAX

St. Peter's Elementary School
63 South Mulberry Street
Mansfield, OH 44902
(419) 524-3351
(419) 522-2553 FAX

W. M. Sellman School
6612 Miami Avenue
Cincinnati, OH 45243
(513) 561-5555
(513) 985-6072 FAX

OKLAHOMA

Almor West Elementary School
6902 SW Delta Avenue
Lawton, OK 73505
(405) 536-6006
(405) 536-0385 FAX

Coronado Heights Elementary School
5911 N. Sapulpa Avenue
Oklahoma City, OK 73112
(405) 942-8593
(405) 948-9014 FAX

Pershing Elementary School
301 N. 54th Street
Muskogee, OK 74401
(918) 684-3830
(918) 684-3701 FAX

Pioneer Park Elementary School
3005 NE Angus Place
Lawton, OK 73507-1400
(405) 355-5844
(405) 585-6453 FAX

Saint Pius X School
1717 South 75th East Avenue
Tulsa, OK 74112-7703
(918) 627-5367
(918) 622-1239 FAX

PENNSYLVANIA

Enders-Fisherville Elementary School
791 Enders Road
Halifax, PA 17032
(717) 362-9259
(717) 896-3976 FAX

George D. Steckel Elementary School
2928 MacArthur Road
Whitehall, PA 18052
(610) 435-1521
(610) 435-0124 FAX

Hartwood Elementary School
548 Saxonburg Boulevard
Pittsburgh, PA 15238
(412) 767-5396
(412) 967-2487 FAX

Hillview Intermediate Center
482 E. Main Street
Grove City, PA 16127
(412) 458-7570
(412) 458-0444 FAX

Ingomar Middle School
Ingomar Heights Road
Pittsburgh, PA 15237-1699
(412) 369-5471
(412) 366-4487 FAX

Mary C. Howse Elementary School
641 West Boot Road
West Chester, PA 19380
(610) 436-7335
(610) 436-7336 FAX

Nether Providence Elementary School
410 Moore Road
Wallingford, PA 19086
(610) 874-5235
(610) 874-3561 FAX

New Eagle Elementary School
507 Pugh Road
Wayne, PA 19087
(610) 688-0246
(610) 341-9324 FAX

Pennypack Elementary School
130 Spring Avenue
Hatboro, PA 19040
(215) 956-2922
(215) 957-9720 FAX

Washington Park Elementary School
801 East Wheeling Street
Washington, PA 15301
(412) 223-5150
(412) 223-5056 FAX

PUERTO RICO

Colegio Catolico Notre Dame Elementary School
Box 967
Caguas, PR 00726
(787) 743-2524
(787) 744-6464 FAX

RHODE ISLAND

Mercymount Country Day School
Wrentham Road
Cumberland, RI 02864
(401) 333-5919
(401) 333-5150 FAX

Western Coventry School
4588 Flat River Road
Coventry, RI 02816
(401) 397-3355
(401) 822-9406 FAX

SOUTH CAROLINA

Bethel Elementary School
111 Bethel School Road
Simpsonville, SC 29681
(864) 967-1866
(864) 967-1874 FAX

Forest Lake Elementary School
6801 Brookfield Rd.
Columbia, SC 29206
(803) 782-0470
(803) 738-7365 FAX

Heathwood Hall Episcopal School
3000 South Beltline Boulevard
Columbia, SC 29201-5199
(803) 765-2305
(803) 343-0437 FAX

Irmo Elementary School
7401 Gibbes Street
Irmo, SC 29063
(803) 732-8275
(803) 732-8035 FAX

Lonnie B. Nelson Elementary School
225 N. Brickyard Road
Columbia, SC 29223
(803) 736-8730
(803) 699-3672 FAX

Nursery Road Elementary School
6706 Nursery Road
Columbia, SC 29212
(803) 732-8475
(803) 732-8474 FAX

Oakland Elementary School
2728 Arlington Drive
Charleston, SC 29414
(803) 763-1510
(803) 769-2598 FAX

Pelham Road Elementary School
All Star Way
Greenville, SC 29615
(864) 281-1234
(864) 281-1236 FAX

Pelion Elementary School
1202 Pine Street
Pelion, SC 29123
(803) 894-2000
(803) 894-0580 FAX

Taylors Elementary School
809 Reid School Road
Taylors, SC 29687
(864) 292-7655
(864) 292-7337 FAX

SOUTH DAKOTA

Rapid Valley Elementary School
2601 Covington Street
Rapid City, SD 57701
(605) 393-2221
(605) 393-1973 FAX

TEXAS

A. H. Meadows Elementary School
1600 Rigsbee Drive
Plano, TX 75074
(972) 519-8810
(972) 424-1529 FAX

Dr. Joey Pirrung Elementary School
1500 Creek Valley
Mesquite, TX 75181
(972) 222-0034
(972) 289-6105 FAX

Eanes Elementary School
4101 Bee Cave Road
Austin, TX 78746
(512) 327-0337
(512) 327-0784 FAX

Grace School
10219 Ella Lee Lane
Houston, TX 77042
(713) 782-4421
(713) 267-5056 FAX

John Paul II Catholic School
1400 Parkway Plaza Drive
Houston, TX 77077
(713) 496-1500
(713) 496-2943 FAX

L. L. Campbell Elementary School
2613 Rogers Avenue
Austin, TX 78722
(512) 414-2056
(512) 476-9248 FAX

Lorenzo de Zavala Elementary School
310 Robert Martinez Jr. Street
Austin, TX 78702
(512) 414-2318
(512) 477-2361 FAX

Mary Hull Elementary School
7320 Remuda Drive
San Antonio, TX 78227-2899
(210) 678-2910
(210) 678-2917 FAX

Maureen Connolly Brinker Elementary School
3800 John Clark Parkway
Plano, TX 75093
(972) 519-8827
(972) 403-7013 FAX

Memorial Drive Elementary School
11202 Smithdale
Houston, TX 77024
(713) 365-4960
(713) 365-4967 FAX

Michael Kennedy Elementary School
10200 Huntington Place Drive
Houston, TX 77099
(281) 983-8338
(281) 879-9380 FAX

O. C. Taylor Elementary School
5300 Pool Road
Colleyville, TX 76034
(817) 358-4870
(817) 540-3940 FAX

Pine Tree Middle School
P.O. Box 5878
Longview, TX 75608
(903) 295-5160
(903) 295-5162 FAX

Pond Springs Elementary School
7825 Elkhorn Mountain Trail
Austin, TX 78729
(512) 464-4200
(512) 464-4290 FAX

Prestonwood Elementary School
6525 La Cosa Drive
Dallas, TX 75248
(972) 448-2860
(972) 448-2870 FAX

Smith Elementary School
4209 Smith School Road
Austin, TX 78744
(512) 385-5121
(512) 389-3688 FAX

Spring Shadows Elementary School
9725 Kempwood Drive
Houston, TX 77080
(713) 329-6470
(713) 329-6480 FAX

St. Clement's Episcopal Parish School
605 E. Yandell Drive
El Paso, TX 79902
(915) 533-4248
(915) 544-1778 FAX

St. Patrick School
3340 S. Alameda Street
Corpus Christi, TX 78411
(512) 852-1211
(512) 855-7552 FAX

St. Thomas Aquinas Catholic School
3741 Abrams Road
Dallas, TX 75214
(214) 826-0566
(214) 826-0251 FAX

T. A. Brown Elementary School
505 West Anderson Lane
Austin, TX 78749
(512) 414-2047
(512) 452-6097 FAX

Terrell W. Ogg Elementary School
208 Lazy Lane
Clute, TX 77531
(409) 265-2090
(409) 265-5231 FAX

Valley View Elementary School
1201 Loop 360 South
Austin, TX 78746
(512) 327-7420
(512) 328-5351 FAX

Walnut Creek Elementary School
401 West Braker Lane
Austin, TX 78753-3038
(512) 414-4499
(512) 837-6789 FAX

Walnut Glen Academy for Excellence
3101 Edgewood Drive
Garland, TX 75042
(214) 494-8330
(214) 494-8330 FAX

UTAH

Ferron Elementary School
115 West Mill Road
Ferron, UT 84523
(801) 384-2383
(801) 384-2550 FAX

VIRGINIA

Beaverdam Elementary School
15485 Beaverdam School Road
Beaverdam, VA 23015
(804) 449-6373
(804) 449-6510 FAX

George F. Baker Elementary School
6651 Willson Road
Richmond, VA 23231
(804) 226-8755
(804) 226-8769 FAX

George J. McIntosh Elementary School
185 Richneck Road
Newport News, VA 23608
(757) 886-7767
(757) 989-0326 FAX

Kingston Elementary School
3532 King's Grant Road
Virginia Beach, VA 23452
(757) 431-4015
(757) 431-4017 FAX

Northampton Middle School
7247 Young Street
P.O. Box 370
Machipongo, VA 23405
(757) 678-5383
(757) 678-7645 FAX

Riner Elementary School
4069 Riner Road
Riner, VA 24149
(540) 382-5165
(540) 382-6157 FAX

WASHINGTON

Camelot Elementary School
4041 South 298th Street
Auburn, WA 98001
(206) 839-4450
(206) 839-6863 FAX

Chief Kanim Middle School
32627 S.E. Red-Fall County Road
P.O. Box 639
Fall City, WA 98024
(206) 222-6686
(206) 222-4937 FAX

Holy Rosary School
4142 42nd Avenue, SW
Seattle, WA 98116
(206) 937-7255
(206) 935-4303 FAX

Juanita Elementary School
9635 132nd Street NE
Kirkland, WA 98034
(206) 823-8136
(206) 820-2312 FAX

Morgan Owings Elementary School
401 East Woodin Street
P.O. Box 369
Chelan, WA 98816
(509) 682-4031
(509) 682-3373 FAX

Mountain View Elementary School
5780 Hendrickson Road
P.O. Box 935
Ferndale, WA 98248
(360) 384-9270
(360) 384-9201 FAX

WEST VIRGINIA

Academy Primary School
2 College Avenue
Buckhannon, WV 26201
(304) 472-3310
(304) 472-0258 FAX

Arthur I. Boreman Elementary School
Route 18
P.O. Box 299
Middlebourne, WV 26149
(304) 758-2152
(304) 758-2148 FAX

Harrisville Elementary School
1201 E. Main Street
Harrisville, WV 26362
(304) 643-2220
(304) 643-2710 FAX

Madison Elementary School
91 Zane Street
Wheeling, WV 26003
(304) 243-0367
(304) 243-0368 FAX

Midland Trail Elementary School
200 Ferry Street
Belle, WV 25015
(304) 949-1823
(304) 949-1016

Norwood Elementary School
Kidd Avenue
Stonewood, WV 26301
(304) 624-3262
(304) 624-3286 FAX

Pleasant Hill School
Route 16 North
HC 68 Box 2
Grantsville, WV 26147
(304) 354-6022
(304) 354-7420 FAX

WISCONSIN

Cushing Elementary School
227 Genesee Street
Delafield, WI 53018
(414) 646-6700
(414) 646-6730 FAX

Dousman Elementary School
341 E. Ottawa Avenue
Dousman, WI 53118-9703
(414) 965-6550
(414) 965-6559 FAX

1996-1997 SPECIAL EMPHASES WINNERS

Technology

Walker Elementary School
Springdale, AR

Joe Nightingale School
Santa Maria, CA

Diplomat Elementary School
Cape Coral, FL

Key Largo Elementary School
Key Largo, FL

Eastside Elementary School
Douglas, GA

Flat Rock Middle School
Tyrone, GA

Pine Tree Elementary School
Lake Orion, MI

Chesterfield Elementary School
Chesterfield, MO

Glenridge Elementary School
Clayton, MO

Westside Middle School
Omaha, NE

Thomas O'Brien Academy
Albany, NY

Pershing Elementary School
Muskogee, OK

Dr. Joey Pirrung Elementary School
Mesquite, TX

Northampton Middle School
Machipongo, VA

Chief Kanim Middle School
Fall City, WA

Juanita Elementary School
Kirkland, WA

Professional Development

Stemley Road Elementary School
Talladega, AL

Meadows Elementary School
Thousand Oaks, CA

Amelia Earhart Intermediate School
Okinawa, Japan

Department of Defense Dependents Schools

Easterling Primary School
Marion, SC

Knightsville Elementary School
Summerville, SC

Valley Creek Elementary School
McKinney, TX

School Safety, Discipline, and Drug Prevention

Momilani Elementary School
Pearl City, HI

Best Ideas for Reading From America's Blue Ribbon Schools

What Award Winning Elementary and Middle School Principals Do

National Association of Elementary School Principals
Foreword by **Richard W. Riley**, U.S. Secretary of Education
Introduction by **Samuel G. Sava**, Executive Director, National Association of Elementary School Principals

"Blue Ribbon Schools provide disciplined places for learning where dedicated, well-prepared teachers employ strategies that help all students achieve. Their knowledge and experience can benefit all schools."

From the foreword by Richard W. Riley,
U.S. Secretary of Education

Help your students learn to read (and learn to love to read) by borrowing strategies from schools selected as "Blue Ribbon Schools" by the U.S. Department of Education.

Best Ideas for Reading From America's Blue Ribbon Schools is a collection of great ideas submitted to NAESP by elementary and middle school principals of 1996 -1997 Blue Ribbon Schools.

Each of the ideas offers a way for you to raise students' reading levels and give kids a sense of real achievement. You'll find award-winning tips and approaches that can help students:

- Develop their critical thinking skills
- Establish a firm connection between reading and writing skills
- Involve their families in their schoolwork
- Become more interested in school
- Expand their vocabularies

The programs in this volume will help make reading a pleasure, not a chore. Incorporate the plans just as they are, or use them as the foundation for great ideas of your own. Let these ideas inspire you, your teachers, and your students to turn your school into a Blue Ribbon School.

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